



WESLEYAN
UNIVERSITY

WESLEYAN UNIVERSITY

COURSE CATALOG 2017-2018

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2017-2018 CALENDAR

FALL 2017

August	22	Tuesday	Graduate housing opens
	27	Sunday	New international undergraduate students arrive
	29	Tuesday	Graduate Orientation begins, 8 a.m.
	30	Wednesday	Class of 2021, new transfer, visiting, and exchange students arrive
September	1	Friday	Course registration for Class of 2021, new transfer, visiting, and exchange students
			On-campus Enrollment Period for undergraduates and graduates begins
	2	Saturday	University housing opens for all undergraduates, 9 a.m.
	4	Monday	Classes begin
			On-Campus Enrollment Period for undergraduates and graduates ends, 5 p.m.
			Drop/Add Period begins, 8:30 a.m.
	11	Monday	GLS classes begin
	15	Friday	Drop/Add Period ends, 5 p.m.
October	13	Friday	Last day to withdraw from 1st-quarter classes
	20	Friday	1st-quarter classes end
	20-25	Friday–Wednesday	Fall Break begins at the end of classes on October 20 and ends on October 25, 8 a.m.
	25	Wednesday	2nd-quarter classes begin. *2nd-quarter classes may be added or dropped during the five working days following the first class meeting.
November	03-05	Friday–Sunday	Homecoming/Family Weekend
	21	Tuesday	Thanksgiving recess begins at the end of classes
	27	Monday	Thanksgiving recess ends, 8 a.m.
December	1	Friday	Last day to withdraw from full-semester and 2nd-quarter classes
	8	Friday	GLS classes end, Undergraduate and graduate classes end
	9-12	Saturday–Tuesday	Reading Period begins on December 9 and ends on December 12, 5 p.m.
	11-15	Monday–Friday	GLS final examinations
	12-16	Tuesday–Saturday	Undergraduate final examinations begin December 12, 7 p.m. and end December 16 at 5 p.m.
	17	Sunday	University housing closes, noon

SPRING 2018

January	2	Tuesday	All Fall 2017 grades submitted to the Registrar's Office. Grade Entry System closes, 11:59 p.m.
	22	Monday	On-campus Enrollment Period for undergraduates and graduates begins
	23	Tuesday	University housing opens for all undergraduates, 9 a.m.
	24	Wednesday	Course registration for new transfer, visiting, and exchange students.
	25	Thursday	Classes begin
			Drop/Add Period begins, 8:30 a.m.
			On-campus Enrollment Period for undergraduates and graduates ends, 5 p.m.
	29	Monday	GLS classes begin
February	7	Wednesday	Drop/Add Period ends, 11:59 p.m.
March	2	Friday	Last day to withdraw from 3rd-quarter classes
	9	Friday	3rd-quarter classes end
	9-26	Friday–Monday	Midsemester recess begins at the end of classes on March 9 and ends on March 26 at 8 a.m.

	26	Monday	4th-quarter classes begin. *4th-quarter classes may be added or dropped during the five working days following the first class meeting
April	13	Friday	Approve graduate thesis/dissertation titles due in Graduate Office, 4 p.m.
	16	Monday	MA oral examinations begin
	17	Tuesday	Deadline to register senior thesis/essay in Student Portfolio, 4 p.m.
May	2	Wednesday	Last day to withdraw from full-semester and 4th-quarter classes
	4	Friday	GLS classes end
	7-11	Monday–Friday	GLS final examinations
	9	Wednesday	Undergraduate and graduate classes end
	10-14	Thursday–Monday	Reading Period
	10	Thursday	MA exit period ends at 4 p.m.
	11	Friday	PhD exit period ends at 4 p.m.
	15-18	Tuesday–Friday	Undergraduate final examinations
	19	Saturday	University housing closes, noon
	21	Monday	Spring 2018 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon
	24-27	Thursday–Sunday	Reunion & Commencement 2018
	27	Sunday	186th Commencement
	30	Wednesday	All remaining Spring 2018 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes, 11:59 p.m.

SUMMER 2018

May	29	Tuesday	Summer Session I housing opens
	30	Wednesday	Summer Session I classes begin & drop/add ends at 5:00 p.m.
June	15	Friday	Last day to withdraw from Summer Session I classes
	19	Tuesday	Summer Session I Classes end
	20-21	Wednesday-Thursday	Summer Session I final examinations
	22	Friday	Summer Session I housing closes for students not continuing with Summer Session II
	25	Monday	Summer Session II housing opens
	26	Tuesday	Summer Session II classes begin & drop/add ends at 5:00 p.m.
July	2	Monday	GLS regular term classes begin
	4	Wednesday	Summer Session II no classes
	20	Friday	Last day to withdraw from Summer Session II classes
	24	Tuesday	Summer Session II classes end
	25-26	Wednesday-Thursday	Summer Session II final examinations
	27	Friday	Summer Session II housing closes
August	3	Friday	GLS regular term classes end

A BRIEF HISTORY

Wesleyan University was founded in 1831 by Methodist leaders and Middletown citizens. Instruction began with 48 students of varying ages, the president, three professors, and one tutor; tuition was \$36 per year.

Today Wesleyan offers instruction in 46 departments and 45 major fields of study and awards the bachelor of arts and graduate degrees. The master of arts degree and the doctor of philosophy are regularly awarded in 11 fields of study. Students may choose from more than 900 courses each year and may be counted upon to devise, with the faculty, some 900 individual tutorials and lessons.

The student body is made up of approximately 2,900 full-time undergraduates and 140 graduate students, as well as 100 part-time students in Graduate Liberal Studies. A full-time faculty of about 300 is joined each semester by a distinguished group of visiting artists and professors. But despite Wesleyan's growth, today's student/instructor ratio remains at 8 to 1, and about three quarters of all courses enroll fewer than 20 students.

Named for John Wesley, the founder of Methodism, Wesleyan is among the oldest of the originally Methodist institutions of higher education in the United States. The Methodist movement was particularly important for its early emphasis on social service and education, and from its inception Wesleyan offered a liberal arts program rather than theological training. Wesleyan's first president, Willbur Fisk, a prominent Methodist educator, set out an enduring theme at his inaugural address in September 1831. President Fisk stated that education serves two purposes: "the good of the individual educated and the good of the world." Student and faculty involvement in a wide range of community-service activities reflected President Fisk's goals in the 19th century and continues to do so today.

Wesleyan has been known for curricular innovations since its founding. At a time when classical studies dominated the American college curriculum, emulating the European model, President Fisk sought to put modern languages, literature, and natural sciences on an equal footing with the classics. When Judd Hall, now home to the Psychology Department, was built in 1870, it was one of the first American college buildings designed to be dedicated wholly to scientific study. Since the 1860s, Wesleyan's faculty has focused on original research and publication in addition to teaching.

The earliest Wesleyan students were all male, primarily Methodist, and almost exclusively white. From 1872 to 1912, Wesleyan was a pioneer in the field of coeducation, admitting a limited number of women to study and earn degrees alongside the male students. Coeducation succumbed to the pressure of male alumni, some of whom believed that it diminished Wesleyan's standing in comparison with its academic peers. In 1911, some of Wesleyan's alumnae helped to found the Connecticut College for Women in New London to help fill the void left when Wesleyan closed its doors to women.

Ties to the Methodist church, which were particularly strong in the earliest years and from the 1870s to the 1890s, waned in the 20th century. Wesleyan became fully independent of the Methodist church in 1937. Under the leadership of Victor L. Butterfield, who served as president from 1943 to 1967, interdisciplinary study flourished. The Center for Advanced Studies (now the Center for the Humanities) brought to campus outstanding scholars and public figures who worked closely with both faculty and students. Graduate Liberal Studies, founded in 1953, is the oldest program of its kind and grants the master of arts in liberal studies (MALS) and the master of philosophy in liberal arts (MPhil) degrees. In this same period, the undergraduate interdisciplinary programs, the College of Letters, the College of Social Studies, and the now-defunct College of Quantitative Studies, were inaugurated. Wesleyan's model program in world

music, or ethnomusicology, also dates from this period. Doctoral programs in the sciences and ethnomusicology were instituted in the early 1960s.

During the 1960s, Wesleyan began actively to recruit students of color. A number of Wesleyan faculty, students, and staff were active in the Civil Rights Movement, and the Reverend Martin Luther King Jr. visited campus several times. By 1968, women were again admitted as exchange or transfer students. In 1970, the first female students were admitted to Wesleyan's freshman class since 1909. The return of coeducation heralded a dramatic expansion in the size of the student body, and gender parity was achieved within several years.

Wesleyan's programs and facilities expanded as well, and new interdisciplinary centers were developed. The Center for African American Studies, which grew out of the African American Institute (founded in 1969), was established in 1974. The Center for the Arts, home of the University's visual and performance arts departments and performance series, was designed by prominent architects Kevin Roche and John Dinkeloo and opened in the fall of 1973. The Mansfield Freeman Center for East Asian Studies was established in 1987. The Center for the Americas, which combines American studies and Latin American studies, was inaugurated in 1998. The Center for Film Studies, with state-of-the-art projection and production facilities, opened in 2004.

An addition to the Freeman Athletic Center opened in 2005 with the 1,200-seat Silloway Gymnasium for basketball and volleyball, the 7,500-square-foot Andersen Fitness Center, and the Rosenbaum Squash Center with eight courts.

Fall 2007 marked the opening of the Suzanne Lemberg Usdan University Center and the adjacent renovated Fayerweather building, which retains the towers of the original Fayerweather structure as part of its facade. The Usdan Center overlooks Andrus Field (home of Corwin Stadium and Dresser Diamond), College Row, and Olin Library, and houses dining facilities for students and faculty, seminar and meeting spaces, the Wesleyan Student Assembly, the post office, the box office, and retail space. Fayerweather provides common areas for lectures, recitals, performances, and other events; it contains a large space on the second floor, Beckham Hall, named for the late Edgar Beckham, who was dean of the college from 1973–1990. In winter 2012, the historic squash courts building (41 Wyllys Avenue) on College Row was renovated; now renamed Boger Hall, it is the state-of-the-art home for the Gordon Career Center, the Paoletti Art History Wing, and the College of Letters.

Michael S. Roth '78 became Wesleyan's 16th president at the beginning of the 2007-08 academic year. He has undertaken a number of initiatives that have energized the curriculum and helped to make a Wesleyan education more affordable for many. He has emphasized a three-year degree program that can save families as much as \$50,000; eliminated loans for most students with a family income below \$60,000, replacing them with grants; and ensured that other students receiving financial aid are able to graduate without a heavy burden of debt. Allbritton Hall, opened in 2012, has become a hub of civic engagement—encompassing the Patricelli Center for Social Entrepreneurship, the Allbritton Center for the Study of Public Life, and the Jewett Center for Community Partnerships. Four new interdisciplinary colleges also have been launched: the College of the Environment, the College of Film and the Moving Image, the College of East Asian Studies, and the College of Integrative Sciences. Another new initiative, the Shapiro Creative Writing Center, brings together students, faculty, and visiting writers seriously engaged in writing. Over the past six years applications for admission have increased substantially to record levels. During this time Roth oversaw the most successful campaign in Wesleyan's history. The campaign raised a total of \$482 million, including more than \$270 million in support of one of Wesleyan's highest priorities: new endowment and annual funding for financial aid.

CURRICULUM

Wesleyan University is dedicated to providing an education in the liberal arts that is characterized by boldness, rigor, and practical idealism. At Wesleyan, students have the opportunity to work at the highest levels, discover what they love to do, and apply their knowledge in ways the world finds meaningful. While Wesleyan has no core requirements, the University has established General Education Expectations that are designed to encourage breadth within the student educational experience. Students select courses in consultation with advisors, creating customized itineraries of study in three intellectual spheres: the arts and humanities (HA), the social and behavioral sciences (SBS), and the natural sciences and mathematics (NSM).

OPEN CURRICULUM

When students direct their own education in consultation with intensively engaged faculty advisors, they learn to think independently, explore questions from multiple points of view, and develop habits of critical thinking that are hallmarks of a liberal education. Wesleyan upholds the principle that student choice fosters the drive to explore freely and seek connections across courses, generating the intellectual excitement that can fuel liberal education as a lifelong pursuit. With the freedom to sample liberally from across the curriculum, students are able to experience the surprise of unexpected ability in fields new to them and to make fruitful connections across subject areas that do not traditionally intersect. This can generate innovative depth of study and new ways of seeing—with students posing questions from one discipline to the assumptions of another.

GENERAL EDUCATION EXPECTATIONS

Wesleyan's open curriculum challenges students to create their own plan for general education. Academic coherence here does not rely on a core curriculum or a set of required courses; instead, students propose their academic plan to their faculty advisors and recalibrate it with their advisors each semester as their discoveries lead them to pursue new areas or deepen existing strengths. By the end of the first two years, students are expected to have earned at least two course credits in each of the three areas (HA, SBS, NSM), all from different departments or programs. In the last two years, students are expected to take one additional course credit in each of the three areas. A student who does not meet the expectation of a total of nine general education course credits by the time of graduation will not be eligible for University Honors, Phi Beta Kappa, honors in general, and honors in certain departments, and may not declare more than a combined total of two majors, certificates, and minors.

MAJOR CONCENTRATIONS

A degree of disciplined mastery in a major field of learning is an important dimension of a liberal arts education. The major may help a student prepare for a specific profession or may be necessary for a more specialized education in graduate school or other postbaccalaureate educational institution. Majors can take several forms—a departmental or interdepartmental major or a college program (College of Letters or College of Social Studies). Generally, students declare a major in the second semester of their sophomore year—when they have sampled widely from different areas of the curriculum, have completed the first stage of their General Education Expectations, and are ready to develop deeper knowledge in a particular area of study.

LINKED MAJORS, MINORS, AND CERTIFICATES

Some majors (College of Integrative Sciences, environmental studies) may only be declared as linked majors in conjunction with another major. In addition to major fields of study, Wesleyan also offers optional minor fields of study and certificates (similar to interdisciplinary minors). Students may not declare more than a combined total of three majors, certificates, and minors.

ACADEMIC ADVISING

An academic advisor is assigned to each first-year student from faculty who are either teaching a course the student will take in the first year or teaching in a field in which the student has expressed interest. Once a student declares a major, the advisor is assigned from that department or program. Students, with the help of faculty advisors, typically put together an academic itinerary that includes lecture-style courses, smaller seminars, laboratories, and performance courses. Every student is given the opportunity to take a seminar course specially designed for first-year students. These first-year seminars (FYS) vary dramatically—from presenting the work of a specific thinker to introducing an unfamiliar area of study—but all tend to emphasize the importance of writing at the university level and the methods used to collect, interpret, analyze, and present evidence as part of a scholarly argument. Faculty teaching these classes highlight the type of writing associated with their respective disciplines and help students improve how they develop, compose, organize, and revise their written work. Each FYS is limited to 15 students.

WESMAPS AND WESPORTAL

WesMaps (<http://www.wesleyan.edu/wesmaps>) is the indispensable online guide to the curriculum used by students to map their academic schedule each semester. WesPortal contains both personal information added by students and official information that helps track their progress toward fulfilling General Education Expectations, majors, and university requirements. WesPortal is an important advising tool for students and their faculty advisors. WesPortal applications provide students with online access to their course schedule, grades, academic history, Moodle, course registration, student accounts, campus events and more. Using these applications, students and their advisors are able to make informed decisions leading to a thoughtful academic experience.

MAJORS, MINORS, AND CERTIFICATES AT WESLEYAN — AREAS OF STUDY

Wesleyan University is dedicated to providing a bold, rigorous education in the liberal arts that values putting ideals into practice. With a large variety of majors, minors, and certificates (<http://www.wesleyan.edu/academics>), Wesleyan students have the opportunity to work at the highest level, discover what they love to do, and apply their knowledge in meaningful ways.

STUDENT ACADEMIC RESOURCES

Wesleyan provides a range of academic services to students in support of learning both inside and outside the classroom. The Writing Workshop and Math Workshop are important resources available to all students. Student Academic Resources (SAR) includes programs for intellectual enrichment and academic support. One key element of SAR is the work of Academic Peer Advisors (APAs). APAs are upper-class students who work during New Student Orientation and throughout the academic year to support Wesleyan's faculty advising program, enhance student access to academic resources, and strengthen students' academic skills. In addition, the Deans' Peer Tutoring program provides content-based tutoring services for most courses and is available to all students.

The goals of SAR are to foster a community culture that recognizes the relationship between intellectual growth and personal development; to ensure that students know about and are encouraged to seek out appropriate services; and to share information among programs and constituents to ensure the provision of high-quality and accessible services that facilitate academic achievement for all students. More information is available on the academic resources (<http://www.wesleyan.edu/sar>) website.

CAREER ADVISING

Employers and graduate schools look for applicants who can write well, think critically, and solve problems independently. Because of their liberal arts training, Wesleyan students attain these skills in the context of a wider knowledge of human experiences. While students need not prepare narrowly for their careers, Wesleyan encourages them to give careful thought to their lives after graduation.

The Gordon Career Center works with students of all class years to:

- Translate their liberal education, and campus and community experiences, into a lifetime of meaningful work
- Explore their interests, personality, skills, and experiences to identify potential career options that fit their unique profile
- Write professional resumes, CVs, cover letters, and personal statements for job, internship, fellowship, and graduate/professional school applications
- Find meaningful summer opportunities to bolster and build professional skills and experiences related to their career aspirations
- Conduct successful job and internship searches, prepare and practice for interviews, and build strong relationships with employers and Wesleyan alumni
- Research and connect with professional schools, graduate schools and degree programs, craft competitive applications, and navigate the school decision-making process
- Transition to life after Wesleyan, whether through employment, a fellowship, graduate or professional school, a service program, volunteer opportunity, or personal adventure

The Gordon Career Center uses an intuitive and modern career management platform, Handshake (<http://wesleyan.joinhandshake.com>). This mobile-ready recruiting application is designed to help students discover and explore jobs, internships, organizations, and events all personalized to their specific career interests.

HEALTH PROFESSIONS AND PRE-MEDICAL ADVISING

Health professions graduate schools welcome students with a liberal arts background. A liberal arts education does not exclude the scientific and quantitative knowledge required to become an outstanding health professional; rather, it includes courses from these disciplines within a larger intellectual context. Students are encouraged to explore and test their interest in a given health profession through internships, summer employment, and volunteer positions before applying to graduate school. The Gordon Career Center (<https://wesleyan.edu/careercenter>) and the Office of Community Service (<http://www.wesleyan.edu/jccp>) provide information about volunteer opportunities on campus and in the local community for students considering the health professions. Experience in conducting research may also be very useful in learning about a field and developing the skills needed to contribute to the field and to evaluate the work of others. Students with a particular interest in the natural sciences have the opportunity to participate in laboratory research projects under the supervision of Wesleyan faculty who are principal investigators with on-campus research groups that may also include graduate students. In recent years, undergraduates have also participated in public health and clinical research both on and off campus. Some student researchers have been co-authors of papers published in scientific journals or have presented the results of their research at scholarly meetings. Beginning with the first week of the first year and continuing beyond graduation, a specialized health professions advisor is available to assist students and graduates interested in any of the health professions with academic planning, identification of summer opportunities and meaningful postgraduation employment, and preparation for and navigation of the application process to health professions graduate schools. The Wesleyan Health Professions Panel offers current students and those within five years of graduation a letter of institutional sponsorship at the time of application to medical, dental, or veterinary school. The success of Wesleyan's alumni in fields such as medicine, dentistry, midwifery, clinical psychology, and public health attests to the quality of our undergraduate curriculum and our career advising. The percentage of applicants with Wesleyan undergraduate degrees accepted into medical school is significantly above the national average.

PRE-BUSINESS

Wesleyan alumni are sought after in the business world. A significant number of the organizations that recruit Wesleyan students are business concerns. Recent top employers have included Amazon, Booz Allen Hamilton, Citi, Epsilon, Deloitte Consulting, Goldman Sachs, Google, and IBM. Wesleyan has a reputation among employers for producing students who have well-developed organizational and leadership skills. A Wesleyan student in almost any major who does well and plans his or her courses with an eye toward meeting entrance requirements for professional study will be well prepared for business school. It is rare for undergraduates to go directly to a top-tier business school without work experience. In fact, many of the top-tier business schools require two to four years of work experience for competitive candidates. Students interested in fields such as banking and consulting should plan to take quantitative courses offered by a number of academic departments to seek an internship in their field of interest as early as sophomore year.

PRE-LAW

Law schools have long recognized that liberal arts institutions provide the best possible preparation for future attorneys. They look for students who possess particular intellectual skills: the ability to think critically, analyze a situation, extract pertinent information, and communicate effectively, both orally and in writing. Any academic major is acceptable to a law school. Traditionally, popular subjects of study for pre-law students have included history, government, economics, English, American studies, and philosophy. Now, however, law schools also encourage science majors and students with a background in the

arts to apply. Many Wesleyan students participate in a community service related to law, including work with Connecticut Legal Services, the United Labor Agency, the Consumer Protection Agency, the Legal Defense and Education Fund, and for private firms in the Middletown area. The Gordon Career Center (<http://www.wesleyan.edu/careercenter>) has a designated pre-law advisor who provides resources and information for students considering careers in and related to law. Students and graduates are encouraged to meet with an advisor individually, attend informational workshops, use the center's library, and seek faculty assistance in determining which law schools would provide the best experience for them.

ACADEMIC REGULATIONS

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DEGREE REQUIREMENTS

Wesleyan University confers only one undergraduate degree, the bachelor of arts. Degrees are awarded once a year at Commencement. Students who complete the requirements for the degree at other times during the year will be recommended to receive the degree at the next Commencement. Based on a modification voted by the faculty, the requirements for this degree specified below are for students entering Wesleyan in and after the fall of 2000. Students who entered Wesleyan prior to the fall of 2000 must refer to the appropriate section of the degree requirements and academic regulations at wesleyan.edu/registrar/academic_regulations/prior_2000.html (https://wesleyan.edu/registrar/academic_regulations/prior_2000.html).

GRADUATION REQUIREMENTS

The requirements are (1) satisfaction of requirements for a major; (2) satisfactory completion of 32 course credits, no fewer than 16 of which must be earned at Wesleyan or in Wesleyan-sponsored programs; (3) a cumulative average of 74 percent or work of equivalent quality; and (4) at least six semesters in residence at Wesleyan as full-time students for students entering in their first year (for students entering as sophomore transfers, at least five semesters in residence at Wesleyan as full-time students; for students entering as midyear sophomores or junior transfers, at least four semesters in residence at Wesleyan as full-time students). A semester in residence is defined as any semester in which a student attends classes on the Wesleyan campus, has attempted at least three credits, and received at least one grade. If a conversion to semester hours is required, each Wesleyan credit may be assigned a value of four semester hours.

All courses taken at Wesleyan will be listed on the student's transcript. However, there are limits on the number of credits students can count toward the total of 32 course credits required for the bachelor of arts. No more than 16 credits in any one subject (i.e., course code) can be counted toward the degree requirements. All course credits posted to a student's academic records will be considered for oversubscription including prematriculant, study-abroad, and/or transfer credits. A course offered in more than one subject designation

(i.e., cross-listed) will count in all subjects in which it is offered. A student who exceeds these limits will be considered oversubscribed, and the additional course credits may not count toward the 32 required for the bachelor of arts.

In addition, the student may count toward the 32 credits a maximum of the following credits:

- Physical education courses and student forums
 - No more than one credit in physical education
 - A maximum of two credits of student forums
 - A combined maximum of two credits in physical education and student forums
- Teaching apprenticeships—a maximum of two teaching apprentice credits
- Tutorials—a combined maximum of four individual and group tutorial credits
- Independent study and education in the field—a combined maximum of four independent study and education-in-the-field credits
- A maximum of four times each of repeatable courses
- A maximum of one-half Center for the Study of Public Life internship credit

While a maximum of two credits earned before matriculation by entering first-year students may count toward the Wesleyan degree, all such credits that have been duly approved by Wesleyan departments will be listed on the student's transcript. This applies to Advanced Placement (AP), International Baccalaureate (IB), and Advance-Level exams, as well as any college-level courses taken with college students and taught by a college teacher on a college campus, provided that the course meets Wesleyan's transfer credit criteria. Aside from AP credits and other credits regularly awarded on the basis of centrally administered examinations, no course that is listed for credit on a student's high school transcript may be used for Wesleyan credit.

MAJOR

To satisfy the major requirement, a student must complete a departmental major, an interdepartmental major, or a collegiate program (College of East Asian Studies (p. 67), College of Letters (p. 77) or College of Social Studies (p. 79)). A student will graduate if the requirements of one major are fulfilled in conjunction with the completion of other degree requirements.

Students may apply for a major any time after the drop/add period in the semester in which they have reached second semester sophomore standing. However, application for admission to the College of Letters or the College of Social Studies should be submitted by first-year students during their second semester. Eligibility requirements are set by the department, program, or college, which may deny access or the privilege of continuation to any student whose performance is unsatisfactory. Students who have not been accepted into a major by the beginning of their junior year have a hold placed on their enrollment. Students may not declare more than a combined total of three majors, certificates, and minors.

DEPARTMENTAL MAJOR PROGRAMS

The departmental major is an integrated program of advanced study approved by the major department. It consists of a minimum of eight course credits numbered **201** or higher. No more than four course credits in the departmental major may be elected from other than the major department. Please see

Graduation Requirements for the number of credits that may be counted toward the bachelor of arts degree and oversubscription.

COMPREHENSIVE EXAMINATION

In those departments in which a comprehensive examination is required, passing the examination is a condition of graduation. The major departments determine the nature and scope of the examinations, the amount of supervision to be given to the student in preparation for them, and the time and place of their administration. Both oral and written examinations may be required.

A student who passes the comprehensive examination with a grade deemed creditable by the major department may be excused by the department from the final examination of the last semester in any course in that department and in any other departmental course included in the major program. The student may substitute the grade attained in the comprehensive examination for the final examination grade in each of the designated courses. In all such cases, permission of the course instructor is required to substitute the final examination grade.

If a student fails to qualify for the degree in the senior year solely through failure to attain a satisfactory grade in the comprehensive examination but has satisfied all other requirements for graduation, the student may be permitted to take a second comprehensive examination.

INTERDEPARTMENTAL MAJOR PROGRAMS

The University offers two kinds of interdepartmental majors:

- **Interdepartmental majors.** These are African American studies; archaeological studies; environmental studies; feminist, gender, and sexuality studies; Latin American studies; medieval studies; Russian, East European, and Eurasian studies; and science in society. The list may change from time to time.
- **University majors.** A student may propose a university major program involving two or more departments, provided that an ad hoc group of at least three members of the faculty approves and supervises the program. Students contemplating a university major should be accepted for admission to a regular departmental major, since the proposal for a university major must be approved by the Committee on University Majors. Deadlines for application are November 1 for the fall semester and April 1 for the spring semester. Additional information about the application procedure may be obtained from the Office of the Deans.

All interdepartmental major programs, like departmental major programs, must include at least eight course credits numbered **201** or higher. Other conditions, including additional courses, may be imposed.

COLLEGIATE PROGRAMS

In the spring of the first year, an undergraduate may apply for admission to the College of Letters, the College of Social Studies, or the College of East Asian Studies. All of these programs offer an organized course of study continuing through the sophomore, junior, and senior years that leads to the degree of bachelor of arts.

GENERAL EDUCATION EXPECTATIONS

The inclusion of courses that fulfill Wesleyan's general education expectations is vital to the student's educational experience at Wesleyan. To assist in the experience, the faculty has divided the curriculum into three areas: natural sciences and mathematics (NSM), the social and behavioral sciences (SBS), and the humanities and the arts (HA). The faculty has assigned a general education designation to a course when appropriate, as well as established a distributional expectation for each general education area. In consultation with their advisors, first-year and sophomore students are encouraged to select courses from all three areas to experience the full dimension of intellectual breadth vital to a liberal education.

General education courses in the natural sciences and mathematics introduce students to key methods of thought and language that are indispensable to a liberal education as well as to our scientifically and technologically complex culture. They are intended to provide scientific skills necessary for critically evaluating contemporary problems. These courses apply scientific method, utilize quantitative reasoning, and enhance scientific literacy. They also provide a means of comparison to other modes of inquiry by including historical, epistemological, and ethical perspectives. The natural science and mathematics division has made special efforts to design and present a variety of courses that meet these objectives and are appropriate for future majors in the humanities, arts, and social sciences, as well as those interested in majoring in one of the natural sciences or mathematics.

General education courses in the social and behavioral sciences introduce students to the systematic study of human behavior, both social and individual. They survey the historical processes that have shaped the modern world, examine political institutions and economic practices, scrutinize the principal theories and ideologies that form and interpret these institutions, and present methods for analyzing the workings of the psyche and society.

General education courses in the humanities and the arts introduce students to languages and literature, to the arts and the mass media, and to philosophy and aesthetics—in short, to the works of the creative imagination as well as to systems of thought, belief, and communication. These courses provide both historical perspectives on and critical approaches to a diverse body of literary, artistic, and cultural materials.

The General Education Expectations are divided into Stages 1 and 2. The expectation for Stage 1 is that all students will distribute their course work in the first two years in such a way that by the end of the fourth semester, they will have earned at least two course credits in each of the three areas, all from different departments or programs. To meet the expectation of Stage 2, students must also take one additional course credit in each of the three areas prior to graduation, for a total of nine general education course credits. Credits earned prior to matriculating at Wesleyan as a first-year student cannot be used to fulfill Wesleyan's General Education Expectations. However, courses taken prior to matriculating at Wesleyan may be considered for general education equivalency credit for transfer students. Students may also request in advance that individual courses taken on an approved study-abroad program or a sponsored domestic study-away program be considered for equivalency. Courses taken on Wesleyan-administered study-abroad programs or through the Twelve-College Exchange are coded for equivalency.

When a course has multiple general educational area assignments (NSM, SBS, HA), a student must select one general education area assignment by the end of the drop/add period. Student forums and individual and group tutorials never carry a general education designation.

A student who does not meet these expectations by the time of graduation will not be eligible for University Honors, Phi Beta Kappa, honors in general scholarship, or for honors in certain departments, and may not declare more than a combined total of two majors, certificates, and minors.

ACADEMIC STANDING

SEMESTER CREDITS AND COURSE LOAD

Students are expected to earn four credits in each of eight semesters. Students who plan a course schedule with fewer than four credits must have the approval of their class dean and faculty advisor. Students who enroll in fewer than three credits may have their enrollment in the University revoked. A student who plans a course schedule with five or more credits must have the approval of the faculty advisor. Candidates for the undergraduate degree may not enroll as part-time students (fewer than three credits). A three-credit program is the minimum required to be considered a full-time student and for which full tuition will be charged. The exception is for seniors completing the second half of their senior thesis who need only this credit to fulfill all degree requirements. They may enroll for only the one thesis credit in their last semester, which will not count as a semester in residence.

GRADING SYSTEM

A student's academic performance in individual courses taken at Wesleyan will be evaluated either by letter grades (A-F) or by the designations credit (CR) or unsatisfactory (U). At the discretion of the instructor, all the students in a course may be restricted to a single grading mode, or each student may be allowed to choose between the two modes, also referred to as student option (OPT). Instructors announce the grading options in WesMaps. In courses in which students have a choice of grading mode, the final choice must be made no later than 14 days after the drop/add period ends.

Whenever the credit/unsatisfactory mode is used, the faculty member is expected to submit to the Office of the Registrar a written evaluation of the student's work in the course.

A student's work in courses using letter grades is evaluated as follows: A, excellent; B, good; C, fair; D, passing but unsatisfactory; E, failure; and F, bad failure. These letter grades (with the exception of the grade of F) may be modified by the use of plus and minus signs.

The numerical equivalents of the letter grades are

A+	98.3
A	95.0
A-	91.7
B+	88.3
B	85
B-	81.7
C+	78.3

C	75.0
C-	71.7
D+	68.3
D	65.0
D-	61.7
E+	58.3
E	55.0
E-	51.7
F	45.0

SEQUENCE COURSES

The granting of credit in two-semester courses (indicated by the "Required Course Sequence" notation in WesMaps) is contingent upon successful completion of both semesters. A student who has failed the first semester of a required course sequence may not continue in the second semester without the permission of the instructor and the class dean. A student who receives the grade of E (but not F) at midyear in a course running through the year and who is permitted by the instructor to continue the course in the second semester may receive credit for the first semester at the completion of the course upon the recommendation of the instructor to the class dean. At that time, the instructor may also recommend a revision of the first-semester grade. If this is not done, the grade for the first semester will remain recorded as E, but credit will be given for the first semester's work. A student who fails the second semester of a two-semester course loses credit for both semesters.

HONORS

DEAN'S LIST

Wesleyan acknowledges high academic achievement at the end of each semester. Students who earn a semester GPA of 93.350 or better will be named to the Dean's List and will have a permanent transcript notation of this achievement. To be eligible, a student must have earned the GPA on at least three letter-graded credits at Wesleyan during the semester and have no unsatisfactory or failing grades. Students with incomplete grades or outstanding credit will be evaluated after the grade and/or credit is posted to the Wesleyan transcript and, if eligible then, they will be added retroactively to the appropriate semester's list.

HONORS PROGRAM

(See *Wesleyan's Online Thesis Guide* (http://www.wesleyan.edu/registrar/honors/honors_program.html) for more information)

A degree with honors can be earned two ways: (1) departmental honors will be awarded to the student who has done outstanding work in the major field of study and has met the standards for honors or high honors set by the respective department or program; (2) honors in general scholarship will be awarded to the student who is a university major or whose thesis topic or methodology is outside of the domain appropriate for the award of honors in the student's major department(s) or program(s). The candidate for honors in general scholarship must have a minimum grade point average of 90.00, fulfill general

education expectations, and submit a senior thesis that meets the standard for honors or high honors set by the Committee on Honors.

Honors recognizes a BA attained with distinction, either in the major or in general scholarship. Honors recognizes the successful completion of a mentored, independent honors capstone project that has been evaluated by qualified examiners and that meets the standards for excellence in the major or those of the Honors Committee when completed in general scholarship. A student may receive no more than 2.0 credits for any one thesis. Students who major in more than one department, program, or college may submit a thesis in one of their majors or separate theses in more than one major. With the agreement of each of their departments, programs, or colleges, students may submit the same thesis for honors in more than one major.

In the fall semester of the senior year, all candidates for honors must either enroll in a senior thesis tutorial or, if they are pursuing an alternate route to honors, must ask their department to forward their names to the Honors Committee as candidates. Students who wish to pursue Honors in General Scholarship must follow the established guidelines and apply to the Honors Committee, normally in the second semester of the junior year. Thesis registration normally takes place in April. Beginning with the Class of 2018, honors candidates who complete their graduation requirements in December and who are not registering for classes or for a thesis tutorial in the spring are required to submit and register their thesis with the University on the first day of classes of the following spring semester.

University Honors is the highest award Wesleyan bestows. To be eligible, a student must fulfill General Education Expectations, earn high honors (either departmental or in general scholarship), be recommended for University Honors, and qualify in an oral examination administered by the Committee on Honors. See Wesleyan's Online Thesis Guide (http://www.wesleyan.edu/registrar/honors/honors_program.html) or contact the Office of the Registrar (<http://www.wesleyan.edu/registrar>) for more information.

PHI BETA KAPPA

The oldest national scholastic honor society, Phi Beta Kappa at Wesleyan is limited to 12 percent of the graduating class each year. Election to the society is based on grades and fulfillment of the eligibility requirements described below.

Fall election is based on grades through the end of a student's junior year and fulfillment of the General Education Expectations (stages I and II). Normally, between 10 and 15 students are elected in the fall; transfer students are not eligible for consideration in the fall.

Spring election is based on grades through the end of a student's first semester of the senior year and fulfillment of the General Education Expectations (stages I and II). Transfer students are eligible for consideration in the spring. It is preferred that students complete their General Education Expectations in their first semester senior year. However, a rationale for second-semester completion is not required, provided that the secretary of the Gamma Chapter continuously monitors those students to guarantee completion of stage II of the General Education Expectations.

In addition to fulfilling the General Education Expectations, students are expected to have a grade point average of 92 or above to be considered for election in the spring. The minimum grade point average for the fall election is 93. Students are nominated by their major departments.

ACADEMIC REVIEW AND PROMOTION

The University expects students to make good use of Wesleyan's educational resources. A student is expected to satisfy the requirements for the degree of bachelor of arts within eight semesters. To remain in academic good standing, an undergraduate is expected to maintain a cumulative average of 74 percent and to satisfy the following earned-credit requirements. Pending credit for an incomplete or absent-from-final-examination with a provisional failing grade may not be considered credit earned. Students who are provisionally required to resign over the summer due to a credit deficiency or who are at risk for required resignation due to failing provisional grades on incompletes must submit earned credit or completed work two to three weeks prior to the start of fall semester classes. Upon submission of a grade for an incomplete or absent-from-final grade, a student's academic status will be reviewed. Promotions in class standing are made at the end of each semester.

REQUIREMENTS FOR ACADEMIC GOOD STANDING

Semester Completed	Expected Credits Earned	Minimum Credits Earned
First	4	2
Second	8	6
Third	12	10
Fourth	16	14
Fifth	20	18
Sixth	24	22
Seventh	28	26

REQUIREMENTS FOR PROMOTION

- **To be promoted to sophomore standing**, a student must have satisfactorily completed at least six credits.
- **To be promoted to junior standing**, a student must have satisfactorily completed at least 14 credits and been accepted into a department/program major.
- **To be promoted to senior standing**, a student must have satisfactorily completed at least 22 credits and made acceptable progress toward the completion of the major.

ACADEMIC DISCIPLINES

Students whose academic performance is deficient will be subject to the following forms of academic discipline, according to the seriousness of the deficiencies. For purposes of academic review, one course is the equivalent of .75 to 1.50 credits. Failing grades on partial-credit courses (.25 and .50) are treated as the equivalent of a D.

Warnings. The mildest form of academic discipline, applied to students whose academic work in one course is passing but unsatisfactory (below C-) or who have earned fewer than three but more than two credits in a single semester.

Probation. The category of academic discipline used when the academic deficiency is serious, usually involving failure to achieve the requisite cumulative average of 74 percent, failure in one course, or passing but unsatisfactory work in two. One passing but unsatisfactory grade continues a student on probation. A student on probation is required to meet regularly with the class dean and perform at a satisfactory level in all courses. Failure to do so usually results in more serious discipline. A student who receives more than two incompletes without the class dean's permission may also be placed on probation.

Strict probation. The category of discipline used in very serious cases of academic deficiency, usually involving at least one of the following conditions:

- Failure in one course and passing but unsatisfactory work in another
- Passing but unsatisfactory work in three or four courses
- One failing grade or passing but unsatisfactory work in two courses while on probation
- Credit deficiency for promotion
- Earning two or fewer credits in a single semester

Students on strict probation are required to attend all classes, to complete all work on time, and to meet regularly with their class dean. They may not receive an incomplete without the class dean's approval. One passing but unsatisfactory grade continues a student on strict probation.

Required resignation. The category of discipline used when the student's academic performance is so deficient as to warrant the student's departure from the University for the purpose of correcting the deficiencies. The notation "resigned" will be entered on the student's official transcript. The performance of students who are required to resign will usually involve at least one of the following deficiencies:

- **For all students:**
 - Failure to earn the required number of credits for promotion
- **If a student is in good standing:**
 - Failure in two or more courses, or
 - Failure in one course and passing but unsatisfactory work in two others
- **If a student is on probation:**
 - Failure in one course and passing but unsatisfactory work in one other, or
 - Passing but unsatisfactory work in three or more courses
- **If a student is on strict probation:**
 - Failure in one or more courses
 - Passing but unsatisfactory work in two or more courses

Students who are required to resign may not be on campus or in university housing, nor may they participate in student activities or the life of the university community while on this status. Students who are required to resign may apply for readmission through their class dean after an absence of at least two semesters. The process of application for readmission requires a demonstration of academic preparedness and fulfillment of all the specified requirements for return. Students readmitted after being required to resign will be placed on strict probation.

Separation. The category of discipline used when the student's academic deficiencies are so serious as to warrant the student's departure from the University without eligibility for readmission. The notation "separated" will be

entered on the student's official transcript. Separation is imposed if a student's academic performance warrants required resignation for a second time.

Appeals. Students who are required to resign or are separated from the University may appeal their status to the Academic Review Committee, a subcommittee of the Educational Policy Committee. A student who wishes to appeal must notify his or her class dean two days prior to the scheduled date on which appeals will be reviewed. Information about the appeals procedure will be provided by the student's class dean. Appeals are reviewed by members of the subcommittee of the Educational Policy Committee with attendance by the class deans and the vice president for student affairs. A student may elect to attend his or her review or participate via telephone. The committee's decisions are final.

ADVANCED PLACEMENT CREDIT, INTERNATIONAL BACCALAUREATE CREDIT, AND OTHER PREMATRICULATION CREDIT

A student who has completed an Advanced Placement (AP) course or its equivalent while in secondary school and has achieved a score of 4 or 5 in the corresponding AP examination may be granted one or two credits toward the Wesleyan degree of bachelor of arts with the appropriate department approval.

Students who have completed the International Baccalaureate (IB) course of study and have received a score of 5, 6, or 7 on the corresponding IB examinations may be granted one or two credits for the higher level examination and .75 credits for the subsidiary-level examination toward the Wesleyan degree of bachelor of arts with the appropriate department approval.

For both the Advanced Placement and the International Baccalaureate, the awarding of credits will be determined at the discretion of the relevant department. The department may stipulate the award of such credit upon successful completion of course(s) at a specific level of the University. Additional information about Advanced Placement and International Baccalaureate credit may be obtained from the Office of the Deans or from the relevant departments. Students wanting to post A-level or Cambridge Pre-U credit should consult their class dean.

Other prematriculation credits that the University will post on the Wesleyan transcript are courses taken with college students and taught by a college teacher on a college campus, provided the courses meet Wesleyan's transfer credit criteria. Please see Transfer of Credit (p. 18) for further details.

A maximum of two credits earned before matriculation will apply toward graduation. This includes Advanced Placement credit, International Baccalaureate credit, and college transfer courses posted to the Wesleyan transcript. While a maximum of two credits will be counted toward the Wesleyan degree, all such credits that have been duly approved by Wesleyan departments will be listed on the student's transcript. These credits may contribute to oversubscription in any one department.

Students may use up to two prematriculation credits awarded for the purpose of class promotion. However, students are not permitted to use this credit to

reduce the course load, to clear up failures or unsatisfactory work, or to count toward fulfillment of the general education expectations.

ACCELERATION

A student may complete work for the bachelor of arts degree in fewer than the expected eight semesters, but in no less than the required semesters in residence. Requests for acceleration should be made in writing to the student's class dean. This may be accomplished by (1) applying up to two prematriculation credits, such as approved transfer credits, Advanced Placement credits, A-level or Cambridge Pre-U credits, or International Baccalaureate credits; (2) transferring preapproved summer credit at Wesleyan or another institution; (3) completing independent study or education-in-the-field projects during a summer or an authorized leave of absence; (4) transferring preapproved credit taken at another institution while on an approved leave of absence; or (5) completing additional Wesleyan credits (beyond the expected course load per semester) during the academic year.

NONDEGREE UNDERGRADUATE STUDENTS

Wesleyan offers the following opportunities to take undergraduate courses on a nondegree basis. All nondegree students are subject to the following policies:

- An application is required; students must have a high school diploma or the equivalent (with the exception of High School Scholars) and must be approved for admission by one of the programs below.
- Admission to nondegree status does not constitute admission to Wesleyan University. Nondegree students who wish to apply for admission to degree candidacy may do so through the Office of Admission (<http://www.wesleyan.edu/admission>). Their applications will be reviewed according to the same rigorous standards as those of other candidates for admission. Nondegree undergraduates who become admitted to degree candidacy will be expected to satisfy normal degree requirements. Please note that candidates admitted as first-year students may only count two credits taken prior to matriculation (admission to degree candidacy) toward the degree.

Auditor. Subject to any conditions set by the instructor, permission to audit does not include permission to have tests, examinations, or papers read or graded. Wesleyan alumni and members of the community who are not registered students are permitted to audit undergraduate courses, subject to the following conditions:

- That the presence of an auditor not compromise undergraduates' access to the course;
- That the auditor receive permission of the instructor;
- That the terms of the auditor's participation in the work of the course be mutually agreed upon in advance with the instructor;
- That no academic credit be awarded to an auditor and no transcript issued.

Center for Prison Education. Wesleyan offers the Center for Prison Education (<http://www.wesleyan.edu/cpe>), awarding undergraduate credit to incarcerated

students who are admitted to and complete courses in the center. All students in the center are subject to Wesleyan academic and nonacademic policies as well as center policies. Center courses are offered on-site at the correctional institution.

Community Scholars. Admissions will be handled by Continuing Studies (<http://www.wesleyan.edu/nondegree>); admissions of international students will be reviewed by the director of the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>). Individuals accepted for this category may enroll in up to four courses per semester with the instructors' approval as long as their enrollment does not displace a degree-seeking student. The tuition is a per-credit charge, based on Wesleyan's full-time tuition. Housing and financial aid are not available. For information about becoming a Community Scholar, please visit [wesleyan.edu/nondegree/](http://www.wesleyan.edu/nondegree/) (<https://wesleyan.edu/nondegree>).

Residential Scholars. Admission will be handled by Continuing Studies (<http://www.wesleyan.edu/nondegree>); admission of international students will be reviewed by the director of the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>). Individuals accepted for this category must enroll full-time, pay full tuition, and live in university housing. Financial aid is not available. For information about becoming a Residential Scholar, please visit [wesleyan.edu/nondegree/](http://www.wesleyan.edu/nondegree/) (<https://wesleyan.edu/nondegree>).

High School Scholars. Wesleyan permits outstanding juniors and seniors from selected area high schools to take one course in the fall semester and one course in the spring semester at Wesleyan. Application is made through the guidance counselor at each high school. The completed application should be submitted to the Office of Admission (<http://www.wesleyan.edu/admission>). Permission is granted by the course instructor.

TRANSFER STUDENTS

Students wishing to apply to Wesleyan as transfer students must have been enrolled for at least one full academic year at another postsecondary academic institution and must have obtained the equivalent of at least six Wesleyan credits. Students who do not meet these conditions must apply for admission as a first-year student.

It is expected that transfer students will keep pace with the class to which they are officially assigned by the Office of the Deans; that is, the number of Wesleyan semesters available to transfer students to earn the Wesleyan degree will be determined by their class standing on entry. For certain exceptional cases and upon petition to the class dean, students may be granted an additional semester to complete requirements for the bachelor's degree. Please see Degree Requirements (p. 10) for semester-in-residence requirement.

Transfer students entering as first-semester sophomores are expected to apply for acceptance into a major after the drop/add period of their second semester at Wesleyan. Transfer students entering as second-semester sophomores are expected to apply for acceptance into a major after the drop/add period of their first semester at Wesleyan. Transfer students who enter as juniors must apply for acceptance into a major program as soon as possible, but no later than the end of their first semester at Wesleyan.

Credits approved for transfer from other institutions may be considered by the student's major department for inclusion in the major. Transfer students are encouraged to comply with Wesleyan's general education expectations. Transfer credits earned prior to matriculation at Wesleyan may be evaluated for general education equivalency. Please note that grades in courses must be a C- or better

to be eligible for transfer of credit. No more than two credits may be transferred from one summer.

STUDY ABROAD

Students may earn Wesleyan credits by enrolling for nonresident study in either of the following types of programs abroad:

- Wesleyan-administered programs
- Wesleyan-approved programs

The only way in which courses taken abroad during the academic year can be credited toward a Wesleyan undergraduate degree is by prior approval from the Office of Study Abroad (OSA). Details regarding the application process are available in the OSA, on the OSA website (wesleyan.edu/cgs/osa (<http://wesleyan.edu/cgs/osa>)), and through a student's electronic portfolio.

WESLEYAN-ADMINISTERED PROGRAMS

The Wesleyan-administered programs are:

- **France:** Vassar-Wesleyan Program in Paris
- **Italy:** Eastern College Consortium (ECCO) Program in Bologna
- **Spain:** Vassar-Wesleyan Program in Madrid

Study on these programs does not count toward the semester-in-residence requirement.

WESLEYAN-APPROVED PROGRAMS

The Office of Study Abroad maintains a list of programs preapproved for Wesleyan credit in a wide range of countries in Africa, Asia, Europe, the Middle East, Oceania, and the Americas. In certain circumstances, the Office of Study Abroad may grant ad hoc approval for a program not included on the preapproved list. See the OSA website for details (wesleyan.edu/cgs/osa (<http://wesleyan.edu/cgs/osa>)), including the preapproved program list.

STUDY ABROAD REGULATIONS, GUIDELINES, AND FINANCIAL PROCEDURES

Copies of the regulations, guidelines, and financial procedures are available on the OSA website and through a student's electronic portfolio.

Application for study abroad entails gaining the preapproval of a faculty advisor. Up to four course credits are normally allowed for each of two semesters. Permission for up to a fifth course credit in any given semester may be granted by the program director in the case of Wesleyan-administered programs and by the Associate Director of Study Abroad for Wesleyan-approved programs and must also be approved by the advisor. Grades earned will be reported on the Wesleyan transcript and will be counted in GPA calculations. Students automatically receive credit toward graduation for this preapproved program of instruction. This is the only way in which credit is given for courses taken abroad, except for courses taken abroad during the winter session or summer, which are processed as transfer credit.

Credit toward completion of a major, certificate, or minor is not granted automatically for courses taken abroad. Students must consult with the relevant chair or advisor when applying for study abroad and must have courses for major, certificate, or minor credit preapproved before departure or, in the event that course information is not available before the program begins, at the point of course registration. Such credit is not granted retroactively, and students who need to change course selections on arrival abroad must seek approval at the time of registration through their advisor and the Office of Study Abroad. It is the responsibility of the student to check with the class dean concerning progress toward graduation and the possibility of oversubscription. General education credit may be granted for courses taken on administered and approved programs abroad only if requested through the Office of Study Abroad.

Students placed on strict probation at the end of the semester and students on medical leave are not eligible to study abroad the following semester; exceptions may be made in the latter case. Any grade of incomplete (IN), deferred grade (X), or absent from final exam (AB) must be resolved two weeks prior to the student's departure date, and students with such grades on their transcript should consult with their class dean about the resolution process.

All university academic regulations apply to students studying for Wesleyan credit abroad, and withdrawal from a study-abroad program will be treated in the same way as withdrawal from the University. Wesleyan may withdraw a student from a program abroad or place a student on medical leave, should it be deemed advisable to do so.

Fees. Students are considered to be enrolled at Wesleyan while abroad. They are therefore charged Wesleyan tuition and are eligible for financial aid. Application for financial assistance should be made to the Financial Aid Office. Tuition charges cover the academic and administrative portions of the program expense. Expenses such as room and board, transportation, and cultural activities will be paid by students either through Wesleyan or directly, depending on the program. This financial arrangement applies to all study abroad for credit during the academic year.

- **Wesleyan-administered programs.** For information and application, students should contact the Office of Study Abroad.
- **Wesleyan-approved programs.** Besides applying directly to the sponsoring institution, students must fill out and submit to the Office of Study Abroad a Wesleyan application for permission to study abroad.

INTERNAL SPECIAL STUDY PROGRAMS

WESLEYAN INTERSESSIONS: SUMMER AND WINTER SESSIONS

The University offers two interessions: Summer Session and Winter Session. Course credit earned through interessions is eligible to count toward the graduation requirement. Participation in interessions does not count as a semester in residence. An interession does not constitute an academic semester at Wesleyan. All students in interessions are subject to Wesleyan academic and nonacademic policy and are also subject to interession policies. Courses taken during interessions are subject to the same academic regulations as courses taken during the regular academic year. Students should consult their class dean about how interession performance may affect their academic standing

or check the Deans' Office website for clarification. Students are not eligible to do independent study or education in the field and take an intersession course simultaneously. (For summer transfer credit, please see External Special Study Programs - Transfer Credit)

Graduate Liberal Studies (GLS). Wesleyan undergraduates, normally rising juniors and seniors, may take courses in the Graduate Liberal Studies program subject to approval by the instructor of the course, their class dean, faculty advisor or major department chair, and the GLS director. Participation in this program does not count as a semester in residence. Wesleyan undergraduates attending GLS are subject to its academic rules and regulations. All grades and course work attempted by Wesleyan undergraduates in GLS courses will be recorded on the student's undergraduate record and transcript. For more information, visit wesleyan.edu/masters (<https://wesleyan.edu/masters>), e-mail masters@wesleyan.edu, or visit the office at 74 Wyllys Avenue.

Independent Study. A student may obtain academic credit for certain forms of independent study during a summer or an authorized leave of absence. Activities such as independent reading, special work under supervision, and educational tours may earn credit provided that (1) these plans have been approved in advance by the relevant Wesleyan department and the class dean, and (2) all requirements specified by the approving department in the form of an examination, paper, or equivalent assignment have been satisfied. Please note that senior theses or senior projects may be undertaken only as senior thesis tutorials or projects and not as independent study. No more than two credits may be earned in a semester or summer for such special work. See "Fees," below. Forms for independent study, along with other useful resources, are available in the Office of the Deans or online at wesleyan.edu/studentaffairs/forms.html (<https://wesleyan.edu/studentaffairs/forms.html>).

Education in the Field. Approved education-in-the-field programs are listed under the sponsoring departments or colleges. They may be taken during the summer, during an authorized leave of absence, or during an academic term. At the discretion of the department involved, up to two course credits per semester may be granted for education in the field. Students must consult with the department in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation. Credit and a grade for education in the field will be posted to the student's transcript once a grade report has been submitted by the faculty sponsor.

Students pursuing an education in the field during the summer or while on an authorized leave of absence during the academic year are not eligible for financial aid and will be charged a special tuition rate (see below). Students enrolled full time may also pursue an education in the field in conjunction with regular courses (for a combined total of at least three credits) and will be charged the full tuition rate. In no case will financial aid to a student in this category exceed the amount of aid the student would have received as a regular full-time student at the University.

Education-in-the-field programs are under the general supervision of the Educational Policy Committee. Information concerning specific procedures for the supervision and evaluation of education-in-the-field programs may be obtained from the sponsoring department or college. Forms for education in the field are available at the Office of the Deans or on the Office of the Deans' website.

No more than four credits earned through independent study and education in the field combined can be counted toward the graduation requirements.

FEES FOR INDEPENDENT STUDY AND EDUCATION IN THE FIELD AND CREDIT FROM UNACCREDITED INSTITUTIONS

Students should contact the Student Accounts Office (237 High Street; wesleyan.edu/studentaccounts/tuition.html (<https://wesleyan.edu/studentaccounts/tuition.html>)) for information about fees for pursuing an independent study, enrolling only in an education in the field, or taking a course at an unaccredited institution.

TEACHING APPRENTICE PROGRAM

The Teaching Apprentice Program offers undergraduate students the opportunity to participate with a faculty member (who serves as a master teacher) in the teaching of one of the faculty member's courses. The apprentice is enrolled in an apprenticeship tutorial conducted by the master teacher. The tutorials focus in varying degrees on the subject matter of the course and on the teaching activity itself. Apprentices are awarded one course credit for successful completion of the semester tutorial.

The Teaching Apprentice Program has two main objectives:

- To provide an opportunity for advanced students to deepen their understanding of a subject while gaining insight into the teaching process; and
- To improve the learning environment in courses designed primarily for first-year and sophomore students by adding a student teacher who can bridge the intellectual gap between instructors and beginning students. The apprentice is viewed as a member of a teaching team rather than as a teaching assistant. While the interaction between the apprentice and the master teacher can take many forms, faculty are urged to design the role of the apprentice to stimulate greater participation in the learning activity by students in the course. Normally, the apprentice and master teacher have, in some prior activity, established the sort of intellectual rapport that will promote an effective team relationship.

Apprentice proposals should be developed by the master teacher with input, when possible, from the prospective apprentice. Applications should describe the teaching role to be played by the apprentice, the academic course work to be done in the apprenticeship tutorial, and the basis on which the apprentice will be evaluated. Applications must also meet the guidelines for apprenticeships established by the department or program and approved by the Educational Policy Committee. Faculty members must submit applications to the Office of Academic Affairs in October to apply for a spring semester apprentice and in April to apply for a fall semester apprentice. The following policies apply to teaching apprentices and teaching apprenticeships:

- If a student serves as an apprentice in the same course more than once, the student may receive no more than a total of one credit for teaching in that course.
- Teaching apprentices may not teach in group tutorials or student-forum courses.
- A student may not count more than two course credits earned in apprenticeship tutorials toward degree requirements.

TUTORIALS

Individual tutorials, numbered **401-402** and **421-422**, are available only to sophomores, juniors, and seniors. A tutorial may not be given when a comparable course is available in the same academic year. Students may not count more than four course credits combined of individual and group tutorials toward degree requirements. Tutorial forms must be approved by the chair of the department or program in which the tutorial is given.

Tutorial applications should include a concise description of the work to be done, including the number of hours to be devoted to the tutorial, the number of meetings with the tutor, a reading list, and a description of the work on which the student's performance will be evaluated. Tutorials should be submitted through the drop/add system.

Tutorials for one credit should be added during the drop/add period. Partial-credit tutorials beginning after the drop/add period must be added to a student's schedule within five days of the start of the academic exercise. The minimum credit amount for any tutorial is .25 credit.

Group tutorials, numbered **411-412**, are proposed and taught by a faculty member. Tutorials should be submitted through the drop/add system. For information about tutorials during the summer term, please contact the Summer Session office.

STUDENT FORUMS

Student-run group tutorials, numbered **419-420**, must be sponsored by a faculty member and approved by the chair of a department or program and by the relevant academic dean. Proposals for a student forum must be submitted by the department or program chair to the Office of Academic Affairs by the end of exams prior to the semester in which the course will be offered. Application forms and instructions are available at the Office of the Registrar. A student may count two student forum course credits toward degree requirements but is limited to a combined maximum of two credits in physical education and student forum courses.

EXTERNAL SPECIAL STUDY PROGRAMS

TRANSFER OF CREDIT

A student may obtain credit toward the Wesleyan degree for courses taken during the academic year at another accredited U.S. institution or in the summer session of another accredited U.S. or international institution if (1) the courses have been approved in advance by the relevant Wesleyan department, program, or college, and (2) the grades in the courses are C- or better. (Courses taken prior to matriculation do not require preapproval and may include courses taken at an accredited international institution during the academic year.) Departments, programs, or colleges may impose other conditions for the transfer of credit, such as a higher minimum grade, review of coursework, passing a departmentally administered exam, etc. The Wesleyan academic record will not reflect grades earned at another institution; only credits may be transferred. The final amount of credit transferred to the Wesleyan transcript will be determined in accordance

with Wesleyan's policy on transfer credit and the evaluation of the appropriate department. (As a guideline, it should be noted that one Wesleyan unit is equivalent to four semester hours, or six quarter-hours.) A student may post a maximum of two non-Wesleyan credits (2.5 credits with a course that offers a lab) in any given summer. Study-abroad credits earned by students who currently are withdrawn or required to resign will not be accepted. Forms for permission to transfer credit are available at the Office of the Deans or on the Office of the Deans' website (<http://www.wesleyan.edu/studentaffairs/forms.html>).

A student who wishes to receive Wesleyan credit for work done at an unaccredited institution must secure the sponsorship of a Wesleyan faculty member, the approval of the chair of the corresponding Wesleyan department, and the approval of the class dean prior to undertaking the work. (Courses taken prior to matriculation do not require preapproval.) To apply for credit, a student should write a statement that describes the work to be done and indicates the amount of academic credit sought. The statement should be endorsed by the faculty sponsor and the department chair and submitted to the class dean. The faculty sponsor will be responsible for evaluating the completed work and reporting the amount of credit earned to the class dean. For fees please see wesleyan.edu/studentaccounts/tuition.html (<https://wesleyan.edu/studentaccounts/tuition.html>).

TWELVE-COLLEGE EXCHANGE PROGRAM

The Twelve-College Exchange Program is a cooperative program for residential student exchange between Wesleyan and the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, and Wheaton. Two special programs associated with the Twelve-College Exchange Program are the Williams-Mystic Seaport Program in American Maritime Studies in Mystic, Connecticut, sponsored by Williams College, and the National Theater Institute, in Waterford, Connecticut, sponsored by Connecticut College. Wesleyan sophomores, juniors, and seniors in good standing are eligible to apply to any of the participating institutions for either one semester or the full year. Participation in the Twelve-College Exchange Program by Wesleyan students does not count toward Wesleyan's residence requirement, but courses are coded for general education equivalency. Catalogs of participating colleges and information about the programs are available in the Office of Study Abroad (<http://wesleyan.edu/cgs/osa>).

Tuition and fees are paid to the host colleges; no fees are paid to Wesleyan. Financial-aid students may apply their Wesleyan assistance, with the exception of work/study benefits, toward expenses at the host college. It is the student's responsibility to complete any loan negotiations before leaving the Wesleyan campus. A Wesleyan student who participates in the exchange program is expected to abide by the rules and regulations of the host institution.

Students who wish to participate in the Twelve-College Exchange Program must apply through the Office of Study Abroad (<http://wesleyan.edu/cgs/osa>). Students may apply to only one college at a time. The deadline for submission of completed applications is February 1 for either one or both semesters of the subsequent academic year. However, applications will be considered as long as space is available at the desired institution. Completed and approved applications are sent by Wesleyan to the respective colleges. If rejected by the college of their first choice, students may apply to a second college.

OTHER NONRESIDENT PROGRAMS

A small number of programs considered by the faculty to be of importance in supplementing the Wesleyan curriculum for students with certain academic interests are treated as approved nonresident study programs. Participants

continue to be Wesleyan students, pay regular tuition to the University, and are not placed on leave of absence. Information about these programs can be obtained from the Office of Study Abroad or the faculty member or office listed below. Students planning to participate in these programs should check with their faculty advisor and class dean concerning their progress toward completion of the major and graduation requirements. Participation in these programs does not count as a semester in residence.

The Woods Hole SEA Semester. Through this 12-week program, students spend six weeks at the Woods Hole Center for Oceanographic Research studying the chemistry, biology, physics, and geology of the oceans; marine history and literature; and maritime policy; and designing an independent research project. The second six weeks of the program entail lab research and sailing, navigating, and maintenance aboard a 135-foot vessel. See the chair of the Department of Earth and Environmental Sciences for information about the curriculum and application process.

Semester in Environmental Science (SES) at the Marine Biological Laboratory, Woods Hole. The purpose of this program is to instruct students in the basic methods and principles of ecosystems science in a manner that enhances and supplements existing curricula in natural and environmental sciences at the colleges participating in the SES consortium. The program is interdisciplinary and offers a core curriculum, stressing team research and team study. See the chair of the Department of Earth and Environmental Sciences for information about the curriculum and application process.

The Urban Education Semester. This is a fully accredited academic immersion program combining an interdisciplinary examination of inner-city public education with supervised practical teaching experience in selected New York City public school classrooms. Each semester, students enroll in graduate courses at the Bank Street College of Education and work three days per week under the guidance of distinguished teachers. The Urban Education Semester introduces students to the theory and practice of urban education. Interested students should contact the Gordon Career Center (<http://www.wesleyan.edu/careercenter>).

Wesleyan-Trinity-Connecticut College Consortium. By special arrangement with Connecticut College and Trinity College, Wesleyan students may enroll, without additional cost, in courses given at these institutions. Normally, students will be permitted to take only courses not offered at Wesleyan. Enrollment is limited to one course per semester. Arrangements for enrollment may be made through the Office of the Registrar (<http://www.wesleyan.edu/registrar>).

Dual-Degree Programs—Engineering. Wesleyan maintains dual-degree programs with Columbia University, Dartmouth College, and the California Institute of Technology. These programs allow students to earn two degrees in five years combined (three years at Wesleyan, two at the engineering school). While all three partners participate in the sequential 3-2 version, Dartmouth also makes a 2-1-1-1 track available in which students spend the first two years and their senior year at Wesleyan. In addition, Columbia University offers the so-called “4-2 option” in which students complete four years at Wesleyan before pursuing the BS engineering degree at Columbia. Provided that the necessary math and science courses are taken, this option allows students to pursue a wide range majors at Wesleyan before entering the engineering school.

AFROTC. Qualified Wesleyan students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program hosted by Yale University’s AFROTC detachment. Students who wish to transfer credits for courses they successfully complete through this program may do so if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are C- or better. Students who wish to request the transfer of credit to their Wesleyan degree must do so through the same process and under the same guidelines as transfer credit from any other accredited institution. For

details on how to transfer credit, please refer to Transfer of Credit from Other Institutions. For general information or assistance with any aspects of Wesleyan AFROTC participation, please contact Dean Wood, coordinator of veteran and AFROTC affairs, at jpwood@wesleyan.edu. For more information about Yale’s AFROTC program, please contact Yale AFROTC Detachment 009, 203-432-9431 or airforce@yale.edu.

ADVANCED DEGREES

BA/MA PROGRAM IN THE NATURAL SCIENCES, MATHEMATICS, AND PSYCHOLOGY

Wesleyan offers a BA/MA program as a formal curricular option for students who are interested in an intensive research experience. The program has a research orientation and includes course work, seminars, and, in some cases, teaching. The program provides a strong professional background for either further advanced study or employment in industry. The expected period for completion of the program is 10 semesters for those students who complete the BA in eight semesters. Students who finish the BA degree in less than eight semesters are eligible to apply. Departments and faculty advisors will pay careful attention to the course work and research backgrounds of students completing the BA in less than eight semesters to be sure they are able to meet all the expectations of the program in less than 10 full semesters of study and research. Further information on the BA/MA program is available at wesleyan.edu/grad/degree-programs/ba-ma.html (<https://wesleyan.edu/grad/degree-programs/ba-ma.html>).

MA AND PHD PROGRAMS IN PHYSICAL SCIENCES, MATHEMATICS, AND MUSIC

The University offers work leading to the MA degree in astronomy, computer science, earth and environmental sciences, mathematics, and music, and to the PhD in biology, chemistry, ethnomusicology, mathematics, molecular biology and biochemistry, and physics. Theses and dissertations are required for these degrees. An interdepartmental program leading to the PhD is offered jointly by the chemistry and physics departments. An interdepartmental program in molecular biophysics leading to the PhD is offered by the departments of molecular biology and biochemistry and chemistry.

Graduate instruction is scheduled within an academic year consisting of two academic semesters from September to June. Summer work consisting of independent study or research is expected. No evening courses or summer school courses are available. Tuition remission and service as a teaching assistant are parts of the financial aid package offered to MA and PhD students. Information on the graduate programs is available at wesleyan.edu/grad/ (<https://wesleyan.edu/grad/>).

MA IN CURATORIAL PRACTICE

This program is designed to enhance the professional student’s skills as a performing arts presenter, manager, producer, and curator, allowing each participant to advance in the field or, if the student is new to the field, enable him/her to pursue a position at a presenting institution or as an independent

curator. Students gain an understanding of performance and movement-based artistic and curatorial practice; the social, cultural and historical context of these practices; and the ability to write and speak about this work in a variety of contexts. For more information, visit wesleyan.edu/icpp (<https://wesleyan.edu/icpp>).

THE MALS AND MPhil IN GRADUATE LIBERAL STUDIES

Graduate Liberal Studies offers courses in the arts, humanities, mathematics, sciences, and social sciences leading to the master of arts in liberal studies (MALS) or the master of philosophy in liberal arts (MPhil). Courses meet on campus or in various combinations of online teaching modes, featuring schedules designed for professionals who are part-time students. Students are expected to complete all graduation requirements within six years. For more information, visit wesleyan.edu/masters (<https://wesleyan.edu/masters>), e-mail masters@wesleyan.edu, or visit the office at 74 Wyllys Avenue.

GENERAL REGULATIONS

The University expects all students to fulfill faithfully and effectively their responsibilities as members of the Wesleyan community. A student may be suspended or be required to withdraw from the University or from any course at any time when, in the judgment of the class dean or the faculty, respectively, the student fails to meet this obligation satisfactorily.

UNIT OF CREDIT

One unit of Wesleyan credit requires 120 to 160 hours of academic work. This work typically consists of 40 hours of scheduled class time, which is made up of 39 hours of class meeting time,¹ and one scheduled final exam or the equivalent of at least one hour of additional work. In addition, 80 to 120 hours of out-of-class work are expected. A one-credit course that does not conform to a standard meeting pattern of at least 40 hours must still require 120 to 160 hours of academic work. For courses that award more or less than one unit of credit, the required hours of academic work are normally prorated to conform to the above formula.

¹ The established standard meeting times allow up to 10 minutes for transition to and from other classes.

ENROLLMENT

Students must comply with the regulations for matriculation with the University as announced by the registrar. A student who does not enroll in the University by the announced deadline will be considered administratively withdrawn from the University. Students who enroll in fewer than three credits may be subjected to disenrollment.

MEDICAL REPORT

Every student entering the University for the first time must submit health information as requested by the director of University Health Services.

PAYMENT OF BILLS

It is the student's responsibility to see that payment deadlines are met. Failure to do so prevents the student from enrolling, participating in course preregistration, and participating in the housing selection process. Diplomas, grades, and transcripts also will be withheld until university bills have been paid.

SELECTION OF COURSES

Detailed information concerning course offerings is given in the Wesleyan University Course Catalog; WesMaps (<http://www.wesleyan.edu/wesmaps>), Wesleyan's online curriculum home page; and the Course Supplement, a condensed listing of all course offerings for each semester. These publications should be consulted for information concerning time and place of class meetings, additions or changes, and cancellations.

CHANGES IN AND WITHDRAWAL FROM COURSES

Students may not add courses (including tutorials) to their schedules after the drop/add period. Exceptions will be made for courses that start after the beginning of the semester, provided that the required drop/add or tutorial forms are submitted to the Office of the Registrar (<http://www.wesleyan.edu/registrar>) within five class days after the start of the course.

A student who withdraws from a course, the only option after the drop/add period, will receive a notation of "W" and the course will remain on the student's transcript. The deadline for withdrawal by choice and without penalty from a full-semester course is one week before the end of classes. A student may withdraw from a first- and third-quarter course one week before the end of the corresponding quarter. For second- and fourth-quarter courses, the deadline for withdrawal corresponds to the withdrawal deadline for full-semester courses. To withdraw the student must submit to the Office of the Registrar (<http://www.wesleyan.edu/registrar>) by the stated deadline a withdrawal slip signed by the instructor, the faculty advisor, and the class dean.

An instructor may require a student to withdraw from a course if the student fails to meet the announced conditions of enrollment. The student will be required to submit a completed withdrawal slip to the Office of the Registrar (<http://www.wesleyan.edu/registrar>) to make the withdrawal from the course official.

Students who withdraw from the University before the stated withdrawal deadline will also be withdrawn from their courses. For a student withdrawing after the stated withdrawal deadline, the courses will remain on the transcript and they will be graded accordingly.

AUDITING

Subject to any conditions set by the instructor, a registered Wesleyan student may be permitted to audit a course without charge. At the end of the semester, the instructor may add to the grade roster the name of any student who has attended with sufficient regularity to have the course listed in the academic record as audited, without credit. Permission to audit does not include permission to have tests, examinations, or papers read or graded. Wesleyan alumni and members of the community, please see Nondegree Undergraduate Students (p. 15).

CLASS ATTENDANCE

A student is expected to attend class meetings regularly. Since the faculty intends that class attendance be primarily the student's responsibility, no precise limitation of absences has been prescribed for all students. It is understood, however, that absence from class is regarded as the exception, not the rule. An instructor should notify the class dean of any student who is absent from class for one week or three consecutive classes, whichever comes first. Students on strict probation must attend all classes in which they are enrolled.

Instructors are entitled to establish definite and precise rules governing attendance. Any student who is repeatedly absent without excuse from scheduled academic exercises at which attendance is mandatory may be required to withdraw from the course.

UNSATISFACTORY PROGRESS REPORTS

It is expected that faculty will submit in a timely manner an Unsatisfactory Progress Report (UPR) to the class dean for any student who is doing unsatisfactory work. UPRs help the class deans identify students who are having academic difficulties and allow the deans to work with instructors to reach out and work with these students. Early intervention proves to be the most effective method for helping students experiencing academic difficulties. UPRs should be submitted for:

- Students who are doing unsatisfactory work (lower than C-) or experiencing difficulties that will result in unsatisfactory work;
- Students who are experiencing substantial difficulty with the course even though they may have a satisfactory grade of C or better;
- Students who are on strict probation. The Deans' Office notifies instructors if such a student is in their course.

SUBMISSION OR CHANGE OF GRADES

Only the instructor of record can submit or change a course grade, unless the instructor is no longer employed by the University or has become unavailable, in which case the department chair, upon review of the student's work, may submit a grade. Grades can only be given for work assigned and submitted during the academic term, except in the case where a student has requested an incomplete (please see Incompletes/Completion of Work in Courses), in which case work assigned during the semester may be submitted no later than the first day of classes of the subsequent semester. A change of grade may be made on the following grounds:

- Administrative error

- Error in calculation of grade
- Lost work submitted during the academic term was found
- Submission of outstanding work from an incomplete whereby the final grade is not lower than the provisional grade

INCOMPLETES/COMPLETION OF WORK IN COURSES

All the work of a course must be completed and submitted to the instructor by the last day of classes. The only exceptions to this are final examinations and, in courses without a registrar-scheduled final examination, significant assignments such as final take-home exams, semester-long projects, and term papers, which must be due no sooner than the first day, and no later than the last day, of the exam period, and preferably at the time slot reserved for the registrar-scheduled examination. A student who is unable to meet these deadlines, for the reasons listed below, may request the permission of the instructor to meet the requirement no later than the first day of classes of the subsequent semester. If the instructor grants the extension, a grade of Incomplete (IN) must be submitted to the registrar at the time grades are due. A student whose credit total is deficient or who is at risk of required resignation will be subject to an earlier deadline, two to three weeks prior to the first day of classes of the subsequent semester, by which time outstanding course requirements must be met and submitted to the instructor.

Incompletes must be accompanied by a provisional grade that will become the final grade if the outstanding work in the course is not submitted by the first day of classes of the subsequent semester or earlier deadline, as stated above.

Any incomplete grades remaining by midterm of the subsequent semester (March 15 for fall semesters and October 15 for spring semesters) will automatically be converted to the provisional grade by the Office of the Registrar (<http://www.wesleyan.edu/registrar>).

A student may receive up to two incompletes per semester by this method. To receive incompletes in more than two courses, the student must petition his or her class dean. The petition can be granted only on grounds of illness, family crisis, or other extraordinary circumstances.

For the impact of incompletes on students' records for the purposes of academic review, students should consult their class dean.

Students on strict probation will not be allowed to receive incompletes without the prior approval of their class dean.

REPEATING COURSES

Except for designated courses (see WesMaps (https://iasext.wesleyan.edu/regprod!/wesmaps_page.html)), a course for which a student received a passing grade may not be repeated for credit. If a student repeats a course in which a failing grade was received, the failing grade will remain on the transcript and will be calculated in the grade point average even after the course is repeated. If a course may be repeated for credit, it may be taken twice at most for a letter grade (A-F). Please see Graduation Requirements (p. 10) for additional regulations governing repeatable courses.

REGULATIONS GOVERNING THE SCHEDULING OF CLASSES

(in effect fall 2016 through spring 2018)

Classes will meet each week for three class periods of 50 minutes each, for two class periods of 80 minutes each, or for one class period that corresponds as closely as possible to the standard time periods described below.

MEETING PATTERNS

Classes that meet three times weekly may meet only on Monday, Wednesday, and Friday. Classes that meet twice weekly may meet within regulated times on Tuesday and Thursday or Monday and Wednesday afternoons, or on any two mornings combining Monday, Wednesday, or Friday (MW, MF, or WF). Courses that meet once weekly may meet in the afternoon or evening on any day. Classes and laboratory sessions should be scheduled between 8 a.m. and 4:10 p.m. and in the evenings after 7:10 p.m.

MORNING CLASSES

On Monday, Wednesday, and Friday, classes are scheduled for three periods of 50 minutes each beginning at 8:50 a.m., 9:50 a.m., or 10:50 a.m. On Tuesday and Thursday, classes are scheduled for two 80-minute periods beginning at 8:50 a.m. and 10:20 a.m.; any combination of two on Monday, Wednesday, or Friday (MW, MF, or WF) may be scheduled at 8:20 a.m. or 10:50 a.m.

AFTERNOON CLASSES

On Monday, Wednesday, and Friday, classes are scheduled for three periods of 50 minutes each. Monday and Wednesday or Tuesday and Thursday classes are scheduled for two periods of 80 minutes each. All afternoon classes should begin at 1:20 p.m. or 2:50 p.m.

Exceptions to these rules require approval by the Educational Policy Committee. Ordinarily, classes should not overlap more than one standard period between 8 a.m. and 3 p.m. Saturday classes may be scheduled as desired by departments.

All additional required components of class schedules beyond the regular meetings should be announced, with dates and times if possible, on the online course catalog listing before the preregistration period begins. All dates and times should be announced no later than the first class meeting. Thereafter, additional components may only be required if alternatives are available for students who have academic or required varsity athletic schedule conflicts.

READING PERIOD

This period is designated for students to prepare for examinations and complete assignments due at the end of the semester. To protect the integrity of that period, the faculty have established the following regulations:

- Final exams, comprehensive examinations covering materials from the course of the entire semester, are to be given only during the formal exam period established by the faculty.
- Classes can be held only during the class period established by the faculty; make-up classes should be held during that established class period.
- In courses without a registrar-scheduled final examination, significant assignments such as final take-home exams, semester-long projects, and term papers must be due no sooner than the first day, and no later than the

last day, of the exam period, and preferably at the time slot reserved for the registrar-scheduled examination.

- Student organizations should not schedule retreats, programs, or meetings that require student attendance during Reading Period.
- Departmental, program, and college activities that require student participation should not be held during Reading Period, with the exception of oral and written examinations covered by alternative exam calendars.
- Sessions or information programs that require student attendance should not be held during Reading Period.

SCHEDULED FINAL EXAMINATIONS

The schedule of final examinations will be issued in advance. The time of any examination may be changed by unanimous request of the class and with the approval of the instructor, but it must be set within the period designated by the faculty for examinations, and the change must be reported promptly to the registrar. The faculty has voted to comply with the following guidelines:

- That "hour exams" be limited to 50 minutes so that students who are scheduled to leave for other classes may not be placed at a disadvantage
- That final examinations be limited to three hours unless otherwise announced before the examination

If a student is absent from the final examination with the permission of the instructor, a grade of absent will be assigned. A grade of absent will be accompanied by a provisional grade that will become the final grade if the final examination is not made up by the end of the first full week of classes of the subsequent semester. The exam should be scheduled at a time mutually agreed upon by student and instructor, where both should be aware of the policy governing on-campus housing availability during times when the University is not in regular session. Grades are due in the Office of the Registrar (<http://www.wesleyan.edu/registrar>) no later than the date published in the academic calendar.

If a student has three or more final examinations on one day or four in two days, the student may request a rescheduled examination from one instructor.

STUDENT GRIEVANCE PROCEDURE

The process for appealing a grade or contesting any aspect of a course (including the scheduling of classes and examinations) is:

1. The student discusses the grade or the contested issue with the instructor of the course; if the student is not satisfied that a reasonable explanation has been provided, or if the student wants to address an issue in confidence, then
2. The student appeals to the department/program chair; if not satisfied, then
3. The student appeals to the academic dean of the department or program's division (Arts and Humanities, Social Sciences and Interdisciplinary Programs, or Natural Science and Mathematics); if not satisfied, then
4. The student appeals to the provost.

Only the instructor of the course may change the grade; therefore, a grade appeal beyond the instructor will succeed only with the consent of the instructor.

MAKE-UP EXAMINATIONS FOR SUSPENDED STUDENTS

Students who have been suspended from the privileges of the campus for a limited period are held responsible ultimately for all of the work in their courses. Giving make-up examinations to a suspended student upon the student's return is entirely at the discretion of the instructor. The instructor may waive any examinations or quizzes given to the class during the period of the suspension and may base the student's grade on the rest of the record, or the instructor may require the student to take make-up examinations or submit additional work.

LEAVE, WITHDRAWAL, READMISSION, AND REFUND POLICY

The following categories indicate the conditions under which a student's registration at Wesleyan may be interrupted. These designations are recorded on the student's permanent record.

LEAVE OF ABSENCE

An undergraduate may take an approved leave of absence for a specified period, normally not to exceed two semesters. Students who interrupt their enrollment at Wesleyan by taking a nonacademic leave for more than four consecutive semesters must apply for readmission. Leave-of-absence application forms are available in the Office of the Deans, (<http://www.wesleyan.edu/studentaffairs/forms.html>) the Office of the Registrar, (<http://www.wesleyan.edu/registrar>) or on their respective websites.

For academic and nonacademic leaves, the deadline for submission of leave-of-absence applications is December 1 for the spring semester and April 1 for the fall semester. Academic and nonacademic leaves will not be granted after the drop/add period at the beginning of each semester.

Students who do not enroll or renew their leave by the end of the drop/add period in the expected semester of return will be administratively withdrawn from the University. Application for readmission is available online and will be considered by the Office of the Deans.

ACADEMIC LEAVE

A student on academic leave must earn a minimum of three course credits per semester (full-time status) at another institution. Academic leave is limited to one year but may be renewed for an additional year upon request to the class dean and the faculty advisor. Students may not go on an academic leave to study abroad. Please see Transfer of Credit (p. 18) for transfer credit criteria. Credits earned while on leave must be processed two weeks prior to the semester in which a student returns for purposes of class-year classification.

NONACADEMIC LEAVE

Wesleyan permits students to interrupt their college careers for a semester or year of nonacademic experience. Students may receive assistance from the Office of the Deans (<http://www.wesleyan.edu/studentaffairs/about/classdeans.html>) and from the Gordon Career Center (<http://www.wesleyan.edu/careercenter>) in exploring opportunities for the period of the leave. Nonacademic leave is limited to one year but may be extended upon request to the faculty advisor and class dean. Students will be reclassified to the appropriate class year at the end of the semester in which they file their leave. Students who have obtained prior approval may earn academic credit while on

leave and will be reclassified, if appropriate, once these credits are posted to their transcript.

MEDICAL LEAVE

A medical leave is authorized by the vice president for student affairs on the basis of a recommendation from the medical director of University Health Services (UHS) or the director of Counseling and Psychological Services (CAPS). Students on a medical leave must leave campus and focus on the evaluation of, treatment for, and management of the illness or condition that necessitates the leave. The appropriate class dean will communicate the terms of the leave as well as the conditions and procedures for returning to Wesleyan. When a medical leave is authorized, students are withdrawn from the courses in which they are enrolled. In exceptional cases, some incomplete grades may be granted, depending on course content and the date of the leave. (Note that any semester in which a student takes a leave and receives at least one grade is counted as a semester in residence for purposes of graduation.)

Full policy and additional information are available at: wesleyan.edu/studentaffairs/wellbeing/medicalleave.html (<https://wesleyan.edu/studentaffairs/wellbeing/medicalleave.html>).

WITHDRAWAL

The five forms of withdrawal fall into three main categories: voluntary, involuntary for academic reasons, and involuntary for nonacademic reasons. Withdrawal from the University does not include withdrawal from courses if it occurs after the course withdrawal deadline.

VOLUNTARY

Withdrew. A student has voluntarily left Wesleyan.

INVOLUNTARY FOR ACADEMIC REASONS

- *Required resignation.* A student has been asked to leave the University for academic reasons, with the privilege of applying for readmission after the recommended period of absence.
- *Separation.* A student has been asked to leave the University for the second time for academic reasons and does not have the privilege of applying for readmission.

INVOLUNTARY FOR NONACADEMIC REASONS

- *Suspension.* A student has been asked to leave the University for other than academic reasons for a specified period.
- *Dismissal.* A student has been asked to leave the University for other than academic reasons without the privilege of applying for readmission.

READMISSION

Students who have withdrawn or have been required to resign may apply to the Office of the Deans (<http://www.wesleyan.edu/studentaffairs/forms.html>) for readmission. The readmission application requires a \$50 fee and other accompanying materials specified at the time of departure. Students wishing to enter the University for the fall semester must notify the Office of the Deans (<http://www.wesleyan.edu/studentaffairs/about>) of their intent by May 1 and submit readmission materials by June 1; for the spring semester, notification must be made by November 1 with materials submitted by December 1. Candidates are strongly urged to meet all requirements well in advance of deadlines, since housing assignments and financial aid awards cannot be made until readmission is granted. Credits earned while away are subject to the conditions described in Transfer of Credit (p. 18).

REFUNDS

The following guidelines govern refunds to student who terminate enrollment before the end of the semester.

- **Tuition and fees.** If a student leaves the University prior to the end of the drop/add period, 100 percent of tuition will be refunded. If a student withdraws after the drop/add period, tuition will be refunded on a prorated basis. The Student Accounts Office maintains a schedule of the percent of tuition to be refunded that is based on the number of weeks in the semester that have passed. When a student receives financial assistance, a prorated reduction in aid will be calculated based upon the revised charges. No refunds will be given for withdrawals from the University after the ninth week of the semester.
- **Fees.** The Student Activity Fee is refundable if a student is absent for an entire semester, but it is not prorated for periods of less than one semester.
- **Residential comprehensive fee.** The housing portion of the fee will be prorated according to the number of days of occupancy; no housing portion refunds are granted for the final two weeks of a semester. Dining refunds will be based on the unused portion of the plan at the time of the withdrawal.

KEY TO SYMBOLS AND ABBREVIATIONS

The number of the course indicates the general character and level of the course.

101–200	Elective for all classes; not credited in the major program of the department
201–400	Intermediate and advanced courses and seminars that may be credited in the major program of the department
401–402	Individual tutorials. Permission of the tutor and the department chair is required.
403–404	Department/program project or essay
407–408	Senior tutorial (only enroll through Honors Coordinator)
409–410	Senior thesis tutorial. Permission of the tutor and the department chair is required.
411–412	Group tutorials. Permission of the tutor and the department chair is required.
419–420	Student forum
421–422	Undergraduate research in the sciences. Permission of the tutor and the department chair is required.
423–424	Advanced Research Seminar, Undergraduate
431–460	Studio work, by individual or group
461–464	Research projects done off campus
465–466	Education in the field
467–468	Independent study project
469–470	Education in the field/independent study project—summer
471–500	Nonrepeating courses, seminars, group tutorials, and colloquia
491–492	Courses credited to teaching apprentices and undergraduate teaching assistants
495–496	Research apprenticeship. Permission of faculty research mentor and the department chair is required.
501–600	Graduate-level courses, undergraduates by permission

SYMBOLS USED IN COURSE DESCRIPTIONS

GENERAL EDUCATION AREAS

HA	Humanities and Arts
SBS	Social and Behavioral Sciences
NSM	Natural Sciences and Mathematics

GRADING MODES

A–F	Graded
OPT	Student Option
CR/U	Credit/Unsatisfactory

TABLE OF DEPARTMENTS, PROGRAMS, AND COURSE SUBJECT CODES

AFAM	African American Studies
AMST	American Studies
ANTH	Anthropology
ARCP	Archaeology
ART AND ART HISTORY	
ARHA	Art History
ARST	Art Studio
ASTR	Astronomy
BIOL	Biology
CGST	Center for Global Studies

CENTER FOR JEWISH STUDIES

CJST	Center for Jewish Studies
HEBR	Hebrew
HEST	Hebrew Studies
CHUM	Center for the Humanities
CSPL	Allbritton Center for the Study of Public Life
CHEM	Chemistry

CLASSICAL STUDIES

ARAB	Arabic
CCIV	Classical Civilization
GRK	Greek
LAT	Latin

COLLEGE OF EAST ASIAN STUDIES

CEAS	College of East Asian Studies
CHIN	Chinese
JAPN	Japanese
KREA	Korean
CIS	College of Integrative Sciences
COL	College of Letters
CSS	College of Social Studies
DANC	Dance
E&ES	Earth and Environmental Sciences
ECON	Economics
ENGL	English
ENVS	Environmental Studies
FGSS	Feminist, Gender, and Sexuality Studies
FILM	Film Studies

GERMAN STUDIES

GELT	German Literature in Translation
GRST	German Studies
GOVT	Government
HIST	History
LAST	Latin American Studies
LANG	Less Commonly Taught Languages

MATHEMATICS

COMP	Computer Science
MATH	Mathematics
MDST	Medieval Studies
MB&B	Molecular Biology & Biochemistry
MUSC	Music
NS&B	Neuroscience and Behavior
PHIL	Philosophy
PHED	Physical Education
PHYS	Physics
PSYC	Psychology
QAC	Quantitative Analysis Center
RELI	Religion

ROMANCE LANGUAGES AND LITERATURES

FIST	Romance Literatures in Translation
FREN	French
FRST	French Studies
ITAL	Italian Studies

PORT	Portuguese
RLIT	Romance Literature
SPAN	Spanish
RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES	
REES	Russian, East European, and Eurasian Studies
RULE	Russian Literature in English
RUSS	Russian Language and Literature
SISP	Science in Society
SOC	Sociology
THEA	Theater
WRCT	Writing

AFRICAN AMERICAN STUDIES

The African American studies major offers a substantial interdisciplinary, comparative, and cross-cultural approach to the study of the experiences of people of African descent in the black Atlantic world, especially in the United States and the Caribbean. The major, which features courses in the humanities, social sciences, and the arts, enables students to apply, critique, and reimagine the methodologies and insights of many disciplines to their understanding of the cultural, historical, political, and social development of people of African descent. The curriculum enables students to better understand the social structures and cultural traditions created by Africans in the diaspora and to better understand Western conceptualizations of race, the relationship between issues of race and identity, and the histories and influences of people of African descent.

Students who graduate with a major in African American studies go on to pursue advanced degrees and careers in fields such as law, medicine, literature, education, business, public policy, African American studies, and the sciences.

The intellectual work of the African American studies program is enriched further by the programming of the Center for African American Studies. The center's offerings deepen classroom and campuswide conversations about contemporary and historic matters relating to African American studies and to the African diaspora.

FACULTY

Lois Brown

BA, Duke University; PHD, Boston College
Class of 1958 Distinguished Professor; Professor of English; Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

Kali Nicole Gross

BA, Cornell University; MA, University of Pennsylvania; PHD, University of Pennsylvania
Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

Jay Clinton Hoggard

BA, Wesleyan University; MA, Wesleyan University
Professor of Music; Professor, African American Studies

Khalil Anthony Johnson

BA, University of Georgia Athens
Assistant Professor of African American Studies

Elizabeth McAlister

BA, Vassar College; MA, Yale University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Professor of Religion; Chair, African American Studies; Director, Center for African American Studies; Professor, African American Studies; Professor, American Studies; Professor, Feminist, Gender, and Sexuality Studies; Professor, Latin American Studies

Ashraf H.A. Rushdy

BA, University of Alberta; MA, University of Alberta; PHD, Cambridge University
Benjamin Waite Professor of the English Language; Professor of African American Studies; Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Nicole Lynn Stanton

BA, Antioch College; MFA, Ohio State University
Associate Professor of Dance; Associate Professor, Environmental Studies;
Associate Professor, African American Studies

AFFILIATED FACULTY

Katherine Brewer Ball

BA, Occidental College; MA, New York University; PHD, New York University
Visiting Assistant Professor, African American Studies; Visiting Assistant Professor of Theater

Andrew Curran

BA, Hamilton College; MA, New York University; PHD, New York University
William Armstrong Professor of the Humanities; Professor of French; Section Head; Professor, African American Studies

Anthony Ryan Hatch

AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park
Associate Professor of Science in Society; Associate Professor, African American Studies; Associate Professor, Sociology

Axelle Karera

BA, York University; PHD, Pennsylvania State University
Visiting Assistant Professor, African American Studies; Andrew W. Mellon Postdoctoral Fellow, Center for the Humanities

Rashida Z. Shaw McMahon

BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of English; Assistant Professor, African American Studies

H. Shellae Versey

BS, Tuskegee University; MPH, Columbia University; MS, University of Michigan; PHD, University of Michigan
Assistant Professor of Psychology; Faculty Fellow, College of the Environment; Assistant Professor, African American Studies

Tiphonie Yanique

BA, Tufts University; MFA, University Houston Univ Pk
Associate Professor of English; Director, Creative Writing; Associate Professor, African American Studies

VISITING FACULTY

Casey Hayman

BA, University of Massachusetts Amherst; MA, University of Massachusetts Amherst
Visiting Assistant Professor of African American Studies

Jesse Evan Nasta

BA, Wesleyan University; MA, Northwestern University
Visiting Assistant Professor of African American Studies

EMERITI

Gayle Pemberton

BA, University of Michigan; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of English, Emerita; Professor of African American Studies, Emerita

DEPARTMENTAL ADVISING EXPERTS

Jay Hoggard, Elizabeth McAlister

AFRICAN AMERICAN STUDIES MAJOR

ADMISSION TO THE MAJOR

Students usually declare their major in African American studies in the second semester of their sophomore year. Students are admitted to the major if they have earned a grade of B- or better in one of the three required African American studies core courses: AFAM202, AFAM203, or AFAM204.

MAJOR REQUIREMENTS

The African American studies major consists of eleven semester courses. At least seven of these courses must be cross-listed with African American studies: the three required core courses, the required junior colloquium, and the three elective courses. All courses must be letter-graded and must be completed at Wesleyan. One research tutorial can be counted toward the eleven required courses, as can two courses taken away from Wesleyan and used to fulfill the student's chosen area of concentration. The major program must include the following:

Required core courses (3 courses). Students are required to take and successfully complete all three of the core courses. Students may not substitute or transfer any other course to meet these requirements.

AFAM202	Introduction to African American Literature	1
AFAM203	African American History, 1444-1877	1
AFAM204	Introduction to Modern African American History	1

Junior colloquium (AFAM301). This course is required of all majors and should be taken in the first semester of the junior year.

Elective courses in African American studies (3 courses). Majors must complete one elective course in each of the following three areas:

- Literature and literary theory
- Social and behavioral sciences (any **AFAM** SBS course except history)
- The arts (art, art history, dance, film, creative writing, music, theater)

The three elective courses must be **200**-level or higher. These courses should be cross-listed with African American studies, although in special circumstances students can petition to use a course that is not formally cross-listed with **AFAM** as one of their electives.

Field of concentration (4 courses). Each major must take four courses that represent an area of concentration. Concentrations may be conceived either disciplinarily (with the four courses coming from a single department) or

thematically (with courses selected from different disciplines but designed around a specific topic). Concentration courses do not necessarily have to be cross-listed with **AFAM**. One **100**-level course can count in the concentration. None of the four courses taken in the field of concentration can count toward the **AFAM** core courses or the **AFAM** elective courses. We strongly recommend that students design their concentrations in consultation with their major advisor.

COURSES FOR NON-MAJORS

The African American studies program offers FYS courses especially designed for first-year students. First-year students also are admitted to many other courses, and students should review the individual course listings on WesMaps for details about enrollment.

STUDENT LEARNING GOALS

Our students are trained in cross-cultural, interdisciplinary, and critical approaches to the study of the experience of people of African descent in the Atlantic world, especially in the United States and the Caribbean. The major in African American studies features an array of courses in the humanities, the social sciences, and the arts.

Students who major in African American studies

- will develop sophisticated critical reading, writing, and research skills and will apply these in their studies of the histories and influences of people of African descent.
- will demonstrate their familiarity with the foundational ideas, theories, and methodological approaches of African American studies.
- will develop and apply analytical skills that are rooted in the discipline of African American studies and that are informed by interdisciplinary approaches to research.
- will use their enhanced analytical skills to demonstrate their understanding, assessments, and critiques of Western conceptualizations of race, issues of race, and identity, African American intellectual traditions, cultural production, and political histories.
- will apply, critique, and reimagine the methodologies and insights of many disciplines to their understanding of the cultural, historical, political, and social development of people of African descent.

STUDY ABROAD

In an increasingly interdependent world, understanding of other societies is an essential aspect of one's education. Through the opportunity to study in another country and culture, Wesleyan offers its students access to a wealth of knowledge and experience that can enrich the personal, academic, and professional lives of participants. African American studies majors have completed semester-abroad and study-abroad programs in cities such as Paris, Johannesburg, Mexico City, and London. For more information please view the Office of Study Abroad website at www.wesleyan.edu/CGS/OSA (<http://www.wesleyan.edu/cgs/osa>).

LANGUAGE REQUIREMENT

There is no foreign language requirement for African American studies majors. We do encourage our students, however, to learn at least one additional language.

PRIZES

W. E. B. Du Bois Prize: The W. E. B. Du Bois Prize is awarded each year to a graduating African American studies major. The prize recognizes academic excellence on three major criteria: a range of courses within the African American studies major, coursework outside the major, and evidence of independent research. The faculty of the program select the recipient of the prize.

John G. Monroe Prize: The Center for African American Studies inaugurated the Monroe Prize in 1985 in honor of former Wesleyan professor John G. Monroe. The Monroe Prize is awarded to the sophomore or junior in the University who submits the best essay on any subject in African American studies. Essays should be submitted for consideration to the program office by April 1.

Vanguard Prize: The Vanguard Prize was established by black alumni in tribute to the black members of the Class of 1969, whose perseverance and pioneering leadership earned them designation as the Vanguard Class. The prize is awarded annually to a graduating senior who has achieved academic excellence and contributed to maintaining Wesleyan's racial diversity. The faculty of the program select the recipient of the prize.

Brody Prize: The Ernest Bright Brody Prize was established by Ann duCille in 2002 in honor of former Chair of the African American Studies Program, Ernest Bright Brody. The prize is awarded annually to a senior African American studies major. The award is based on the program faculty's familiarity with and assessment of students' proficiency in written expression, especially exposition, although creative writing may also be considered. Essays should be submitted for consideration to the program office by April 1. The faculty of the program chooses the recipient of the prize.

HONORS

The honors thesis is produced during a student's senior year and is a yearlong independent research project. Students are eligible to write an honors thesis if they have achieved at least a B+ average in all of their African American studies courses. Eligible students who wish to write a thesis must apply to the program by the last day of classes in their junior year. A detailed description of the process for earning honors in African American studies is available on the program website.

CAPSTONE EXPERIENCE

Majors are required to undertake one substantial research or artistic project under faculty supervision. This may take the form of an honors thesis, a senior essay done through a yearlong individual tutorial, or a research paper of at least 15 pages in length that is generated in a **300**-level African American studies program seminar. Any work done to fulfill the research requirement must receive a grade of B- or better.

ALLBRITTON CENTER FOR THE STUDY OF PUBLIC LIFE

The Allbritton Center for the Study of Public Life continues Wesleyan's commitment to preparing students for lives as active citizens and for leadership. It seeks to support Wesleyan's tradition of the scholar-teacher by encouraging faculty research in a manner that directly benefits and enhances student learning. The center reflects changes that have transpired across the social-scientific disciplines. These include the creation of new multidisciplinary ventures, the growing number of studies employing multiple methodologies, and the rethinking of the idea of the public in a variety of intellectual and social movements. In addition, university-based intellectuals have been rethinking their connection to the greater public and, consequently, are forging knowledge-seeking alliances with innovators and leaders in government and the corporate world. Social scientists are developing innovative and productive relationships with other sectors of the public, including artists, grassroots activists, and independent scholars. Our students are energized and excited by these developments. The center enables Wesleyan to focus resources; encourage curricular innovation, new research, and scholarship; and foster greater public understanding and responsibility.

FACULTY

Peggy Carey Best

AB, Earlham College; PHD, Union Institute Grad School
Director, Service Learning; Visiting Assistant Professor of Sociology

Peter Rutland

BA, Oxford University; DPHIL, York University
Colin and Nancy Campbell Professor in Global Issues and Democratic Thought;
Professor of Government; Director, Allbritton Center for the Study of Public Life;
Professor, Russian, East European, and Eurasian Studies; Tutor, College of Social Studies

AFFILIATED FACULTY

Leslie Gabel-Brett

BA, Wesleyan University; PHD, City College
Visiting Scholar in the Allbritton Center for the Study of Public Life

Gerard T. Koepfel

Visiting Scholar in the Allbritton Center for the Study of Public Life

VISITING FACULTY

Robert Cassidy

BA, Fitchburg State; MA, Boston University; MA, Tufts University; PHD, Tufts University
Retired Officer Teaching Fellow

Catherine Crimmins Lechowicz

MPA, New York University
Director of the Center for Community Partnerships; Visiting Instructor in Public Policy

AMERICAN STUDIES

Wesleyan's Department of American Studies provides a broad grounding in the study of the United States in a hemispheric and global context. American studies majors draw on the intellectual resources of a variety of departments including anthropology, English, history, religion, and sociology, as well as interdisciplinary programs such as Latin American studies, African American studies, and feminist, gender, and sexuality studies. Individually designed concentrations, which are the hallmark of the department, allow students to forge interdisciplinary approaches to the particular issues that interest them, from visual culture and aesthetics to racial politics and gender systems.

Alongside its interdisciplinary emphasis, American studies at Wesleyan stresses a comparative approach to the study of the United States. Such prominent features of U.S. cultural development as colonization, slavery, immigration, imperialism, capitalism, mass culture, gender and sexuality, race and ethnicity, political culture, the importance of modern social and political identities, and state development are juxtaposed to similar processes and phenomena in a variety of nations in the Americas. By studying cultural phenomena across national boundaries, American studies majors develop a rich understanding of the complex histories that have resulted from the conflict and confluence of European, Indigenous, African, and Asian cultures throughout the Western Hemisphere and the Pacific.

FACULTY

Matthew Carl Garrett

BA, Bard College; MA, Stanford University; MPHIL, Cambridge University; PHD, Stanford University
Associate Professor of English; Associate Professor, American Studies

Megan H. Glick

BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of American Studies; Assistant Professor, Science in Society

Laura Grappo

BA, Wesleyan University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Patricia R. Hill

BA, College of Wooster; PHD, Harvard University
Professor of American Studies; Professor, History

Indira Karamcheti

BA, University Calif Santa Bar; MA, University Calif Santa Bar; PHD, University Calif Santa Bar
Associate Professor of American Studies

J. Kehaulani Kauanui

BA, University of California, Berkeley; PHD, University Calif Santa Crz
Professor of American Studies; Professor of Anthropology; Chair, American Studies; Director, Center for the Americas

Elizabeth McAlister

BA, Vassar College; MA, Yale University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Professor of Religion; Chair, African American Studies; Director, Center for African American Studies; Professor, African American Studies; Professor,

American Studies; Professor, Feminist, Gender, and Sexuality Studies; Professor, Latin American Studies

Joel Pfister

BA, Columbia University; MA, University of Sussex; MA, University of London; PHD, Yale University
Olin Professor of English; Professor of English; Professor, American Studies

Amy Cynthia Tang

BA, Harvard University; PHD, Stanford University
Associate Professor of English; Associate Professor of American Studies

Margot Weiss

BA, University of Chicago; MA, Duke University; PHD, Duke University
Associate Professor of American Studies; Associate Professor of Anthropology; Chair, Anthropology; Associate Professor, Feminist, Gender, and Sexuality Studies

AFFILIATED FACULTY

Claire Grace

BA, Brown University; MA, Middlebury College; PHD, Harvard University
Assistant Professor of Art History; Assistant Professor, American Studies

DEPARTMENTAL ADVISING EXPERTS

Patricia Hill; J. Kehaulani Kauanui; Joel Pfister; Margot Weiss; Indira Karamcheti; Amy Tang; Laura Grappo; Matthew Garrett; Elizabeth McAlister; Megan Glick

AMERICAN STUDIES MAJOR

ADMISSION TO THE MAJOR

To major in American studies, students should submit a major declaration request through their electronic portfolio and present a completed application to the administrative assistant at the Center for the Americas. The major application can be downloaded from the AMST website (<http://www.wesleyan.edu/amst>). The AMST chair will review applications and approve accepted applications through the electronic portfolio system.

Beginning with the class of 2016, majors will be required to complete an **Introduction to American Studies** course (**AMST 174 to AMST 177**) before the end of their junior year. Transfer students should meet with the department chair to discuss which courses taken elsewhere can be offered as substitutes for Wesleyan courses.

MAJOR REQUIREMENTS

Majors in American studies must take 11 courses (12 for honor candidates). The department recommends that first-year students and sophomores considering the major enroll in a survey course. These courses offer an introduction and overview of important issues and questions in American studies and provide a solid foundation for advanced work in the major.

JUNIOR CORE COURSES CONSTITUTE THE FOUNDATIONAL BASE FOR THE MAJOR

AMST200 and one junior colloquium are required of every major. The colonialism course situates American studies in a hemispheric frame of reference and introduces a variety of theoretical and methodological approaches to an intercultural analysis of the Americas. Junior colloquia explore in-depth a range of theoretical perspectives utilized in American studies, consider the history and changing shape of the multifaceted American studies enterprise, and engage students in research and analysis. Students may take more than one junior colloquium and count the second one as an elective.

CONCENTRATION AND ELECTIVES

In addition to junior core courses and the senior requirement, the major includes seven upper-level electives that focus on the cultures of the Americas. The heart of each major's course of study consists of a cluster of four courses among those electives that forms an area of concentration. (These should be numbered AMST201 and above.)

A concentration within American studies is an intellectually coherent plan of study (developed in consultation with an advisor) that explores in detail a specific aspect of the culture(s) and society of the United States. It may be built around a discipline (including history, literary criticism, government, or sociology), a field (such as cultural studies, ethnic studies, or queer studies), or a "problematic" (such as ecology and culture or politics and culture). As models and inspiration for prospective concentrators, we have developed descriptions of seven standing concentrations—queer studies, race and ethnicity, cultural studies, material culture, visual culture, historical studies, and literary studies—that we encourage majors to select or adapt. Majors may also devise their own concentrations. Among the latter in recent years have been concentrations in urban studies, disability studies, media studies, social justice, education, and environmental studies. In addition, to ensure chronological breadth, majors must include in their major at least one course that focuses on American culture(s) in the period before 1900.

HEMISPHERIC AMERICAS AND TRANSNATIONAL AMERICAN STUDIES

Students are also asked to consolidate a hemispheric/transnational American studies focus by taking two courses that build on the comparative foundation supplied in AMST200. Hemispheric Americas and transnational American studies courses are identified on the AMST website (<http://www.wesleyan.edu/amst>). Courses used to meet this requirement may also, as appropriate, be counted toward concentration, elective, or senior seminar requirements. A senior essay or thesis that utilizes a hemispheric or transnational American studies approach may count toward this requirement.

STUDENT LEARNING GOALS

Ultimately, our goal for our majors is that they develop a critical, theoretically informed understanding of the United States as a political, social, and cultural formation that exists in and had its inception in a transnational context of settler colonialism, imperial expansion, and global capitalism. In addition, we want our majors to develop the skills in research and writing that will allow them to apply that understanding to concrete and particular issues and convey the results of their analysis effectively. Our majors learn about the interdisciplinary field of American studies in its most expansive and robust form, including emphases on race/ethnicity, gender, sexuality, indigeneity, disability, and class.

HONORS

Candidates for honors in American studies must complete and receive honors on a senior thesis. The American Studies Department encourages proposals for honors theses; thesis options include research projects, critical essays, fiction, and other artistic productions. See the link to Honors (<http://www.wesleyan.edu/amst/Honors.html>) on the AMST website (<http://www.wesleyan.edu/amst>) for more information about the honors process in American studies.

CAPSTONE EXPERIENCE

Every American studies major must complete a capstone experience to fulfill the major. This capstone experience can be fulfilled in one of three ways. First, the American Studies Department encourages proposals for honors theses, including research projects, fiction, and other artistic productions. A senior can undertake a two-term honors thesis in an honors thesis tutorial (AMST409 and AMST410) with a thesis advisor. This enables the major to stand as a candidate for honors in American studies. Second, a senior can enroll in a one-semester senior essay/project tutorial (AMST403 or AMST404) to undertake an essay or project (for instance, a play or screenplay). Third, a major may take an advanced 300-level seminar originating in or cross-listed with American studies, or, with the permission of the American studies faculty advisor, outside of American studies, for AMST capstone credit. Most majors who enroll in an advanced 300-level seminar are seniors, though some students take a capstone seminar earlier. A major can have more than one capstone experience. For instance, a major could take more than one advanced 300-level seminar and write an honors thesis or a senior essay or project.

ANTHROPOLOGY

Anthropology is the study of the complexity and diversity of human and nonhuman life in an interconnected world. The Anthropology Department at Wesleyan offers courses on anthropological theories and methods, and topics including urban anthropology, globalization, media studies, consumer culture, archaeology, social movements and activism, development and humanitarianism, and race, gender, and sexuality. Anthropology provides excellent preparation for a variety of careers that require an understanding of cultural difference in a transnational world. Social justice and ethical concerns have always been central to the discipline of anthropology.

FACULTY

Douglas K. Charles

BA, University of Chicago; MA, Northwestern University; PHD, Northwestern University
Professor of Anthropology; Chair, Archaeology; Professor, Archaeology

Daniella Gandolfo

BA, Pontificia Universidad Catolic; MA, University of Texas Austin; PHD, Columbia University
Associate Professor of Anthropology

J. Kehaulani Kauanui

BA, University of California, Berkeley; PHD, University Calif Santa Crz
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Anu (Aradhana) Sharma

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Gina Athena Ulysse

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Margot Weiss

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EMERITI

R. Lincoln Keiser

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Professor of Anthropology, Emeritus

Ákos A. Östör

BA, University of Melbourne; MA, University of Melbourne; PHD, University of Chicago

Professor of Anthropology, Emeritus

DEPARTMENTAL ADVISING EXPERT

Margot Weiss

ANTHROPOLOGY MAJOR

ADMISSION TO THE MAJOR

If you plan to major in anthropology, you should take ANTH101, the department's required gateway course, during your first or second year. A minimum grade of B in ANTH101 is required for acceptance into the major. Students enrolled in ANTH101 during the spring of their sophomore year may declare the major if their midterm grade is a B or higher.

MAJOR REQUIREMENTS

In addition to ANTH101, majors are required to earn a **minimum of nine anthropology credits numbered 201 or higher**. These must include:

- **two core courses in anthropological theory, ANTH295 and ANTH296**, offered in fall and spring, respectively. As the precise topics of these courses will sometimes vary in consecutive years, it may be possible to repeat one or the other for credit and to fulfill the requirement, as long as the topics are different. Archaeology-track majors should take Theory 1 or Theory 2 plus an advisor-approved course in archaeological theory.
- our required **course in anthropological methods, ANTH208**, except archaeology-track majors, who should take an archaeological methods course (for example, ANTH349 or ANTH265). We recommend that students take ANTH208 in their sophomore or junior year.
- an individually designed **area of concentration** consisting of four elective courses (see below).
- a **capstone experience**, which may consist of a thesis, essay, or a senior seminar paper (see Honors/Capstone tab).

Students should work out their plans to fulfill the major requirements with their advisor by keeping their Major Certification Form up to date.

Concentrations. Concentrations are flexible specializations that reflect your particular specialization within anthropology. Working with your major advisor, you decide on a coherent set of four courses as your concentration. We encourage you to include one course from outside anthropology. There are three standing concentrations:

- **Difference, Inequality, and Social Justice**
- **Local Distinctions, Global Connections**
- **Producing, Consuming, and Performing Culture**

You can also design your own concentration in consultation with your major advisor. Full descriptions of our concentrations are here (<http://www.wesleyan.edu/anthro/concentrations.html>).

For the Class of 2018, the areas of concentration include the list below. They may opt to continue following these options or consider the concentrations listed above.

- Social and Cultural Theory
- Crafting Ethnography
- Producing and Consuming Culture
- Colonial and Postcolonial Worlds
- Capitalist Modernities: Past and Present
- Social and Political Geographies
- Material Culture and Temporal Processes
- Axes of Difference
- Embodiment and Biopolitics
- Performance, Representation, Identity

STUDENT LEARNING GOALS

Our overarching goal is to provide students with sophisticated ways of understanding both human unity and human difference. We want students to think critically about discourses that divide the world into fully modern western Selves and not-yet-modern non-western Others, but to do so without romanticizing cultural differences. We want them to appreciate how anthropological theory is constructed and used in understanding particular cases. Our approach is premised on complex global interconnectivity that interrogates boundary-making projects and explores the fabrication of national, cultural, and regional differences in a historical perspective. This means zooming in to understand how translocal ideologies and forces are negotiated in local settings, but also zooming out to link up localities and build a contingent picture of the interconnected world we inhabit.

STUDY ABROAD

Majors are encouraged to take advantage of study-abroad programs and, with the approval of their advisor via the Major Certification Form, students may count up to three of their study-abroad courses for concentration or elective credit. Theory and methods courses may not be substituted. A grade of B or higher is required for study-abroad courses to count toward the major. The Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>) has information about specific programs, application procedures, major credit, etc.

ADDITIONAL INFORMATION

Cross-listed courses: Various departments and programs offer cross-listed or other courses that can be counted toward the anthropology major. These include African American studies, American studies, archaeology, biology, classical studies, earth and environmental sciences, history, religion, sociology, and feminist, gender, and sexuality studies. If outside courses are to be counted toward the anthropology major, your advisor must approve them using the Major Certification Form.

Double majors: Anthropology majors have combined anthropology with a range of other majors, including science in society; feminist, gender, and sexuality studies; American studies; environmental studies; English; dance; music; African American studies; film; and both art history and art studio; as well as the certificates in writing and in social, cultural, and critical theory. All the requirements for the two majors must be met, except when faculty

representatives of the two departments approve alterations in your program. We generally expect students writing a thesis for honors in both majors to enroll in ANTH400 in their fall semester and enroll in a tutorial in the other department or program in their spring semester. Please consult with the department chair and/or a department advisor.

HONORS

Only theses are eligible for honors or high honors. A minimum grade of B+ in either ANTH295 or ANTH296 is required for the pursuit of honors.

CAPSTONE EXPERIENCE

Senior majors are required to complete a **thesis, essay**, or a senior **seminar paper** as their capstone experience.

Theses. Only theses are eligible for departmental honors. A thesis is an independent, two-semester (or more) research project. In the fall semester of their senior year, students writing a thesis should enroll in ANTH400, a research and writing seminar in which students pursue individual research projects in a group context. In the spring semester of their senior year, thesis candidates should enroll in an individual thesis tutorial (ANTH410). It is strongly recommended that students contemplating a thesis either enroll in an individual tutorial (ANTH402) in the spring semester of their junior year, in which they would begin library research on their area of interest, or else take a course that is relevant to their research concerns. Students wishing to write a thesis (fieldwork- or library-based) must submit a proposal to the department, due on the Friday before spring break of their junior year. Fieldwork-based thesis projects are eligible for partial funding through the department. If students wish to compete for these funds, they should include a budget in their proposal (<http://www.wesleyan.edu/anthro/Guidelines%20for%20Writing%20Proposals.html>).

Essay. An essay is also a serious research commitment: It is an independent, one-semester (or more) research project. Essay writers do not need to submit a research proposal in their junior year. In the fall semester of their senior year, essay writers should enroll in ANTH400. They will complete a draft of their essay in the fall semester and submit a final version by the first day of the spring semester.

Seminar papers. Students who select this option should take a 300-level course (or an advisor-approved 200-level course) that involves a substantial research paper in their senior year. The course will ordinarily (but not necessarily) be one that facilitates advanced work in the student's area of concentration. The course must be designated and approved by the major advisor in the student's Major Certification Form prior to spring break of their senior year.

Ethics Questionnaire: All anthropology majors wishing to write a thesis or essay involving fieldwork with human subjects must fill out the Ethics Questionnaire (http://www.wesleyan.edu/anthro/Ethics_Questionnaire.pdf) and submit it by the **Friday before spring break**. The Anthropology Department's Ethics and Proposal Review Committee, composed of all faculty members in residence in any given spring semester, will review the Ethics Questionnaire and Thesis Research Proposals. Details regarding the review process can be found here (<http://www.wesleyan.edu/anthro/Review%20Process.html>). All documents should be e-mailed to drak@wesleyan.edu, in Word format.

- Guidelines for writing a research proposal in anthropology (<http://www.wesleyan.edu/anthro/Guidelines%20for%20Writing%20Proposals.html>)

- Check out previous anthropology thesis projects on WesScholar here (http://wescholar.wesleyan.edu/anth_etd)!

ARCHAEOLOGY PROGRAM

Archaeology is the discipline most directly concerned with the understanding and explanation of past societies through the study of their material remains. The reconstruction of these societies through the interpretation of material culture permits archaeology to span both the prehistoric and the historic periods. While certain archaeology courses originate within the program, others are cross-listed from the departments of Anthropology, Art and Art History, and Classical Studies. Majors design their own curriculum in close consultation with their advisor according to the specific area of concentration within the discipline.

FACULTY

Kate Birney

BA, Yale University; MT, Harvard University; PHD, Harvard University
Assistant Professor of Classical Studies; Assistant Professor, Archaeology;
Assistant Professor, Art History

Douglas K. Charles

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Professor of Anthropology; Chair, Archaeology; Professor, Archaeology

Christopher Parslow

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Robert Rich Professor of Latin; Professor of Classical Studies; Chair, Classical Studies; Professor, Archaeology; Professor, Art History

Phillip B. Wagoner

BA, Kenyon College; PHD, University of Wisconsin
Professor of Art History; Chair, Art and Art History; Professor, Archaeology

DEPARTMENTAL ADVISING EXPERTS

Kate Birney, Douglas Charles, Clark Maines, Christopher Parslow, Phillip Wagoner

ARCHAEOLOGY MAJOR

ADMISSION TO THE MAJOR

To apply to become a major in archaeology, a student must have taken or be currently enrolled in either a Gateway or a Thinking Through Archaeology course and earn a grade of B or better. Following electronic application, admission will be determined by a meeting of the ARCP faculty.

GATEWAY COURSES

ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP202	Paleoanthropology: The Study of Human Evolution	1
ARCP204	Approaches to Archaeology	1

ARCP214	Survey of Greek Archaeology	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP268	North America Before Columbus	1

THINKING THROUGH ARCHAEOLOGY

ARCP234	Art and Society in Ancient Pompeii	1
ARCP244	Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt	1
ARCP285	Off with its Pedestal! The Greek Vase as Art and Artifact	1
ARCP292	Archaeology of Food, Trade, and Power in South India	1
ARCP304	Medieval Archaeology	1
ARCP372	Archaeology of Death	1

MAJOR REQUIREMENTS

A major in archaeology consists of at least nine different courses numbered **200** and above:

- One Gateway course—*see list above*
- One Thinking Through Archaeology course—*see list above*
- One course in each of the four areas—*see lists below*
 - Anthropology
 - Art history
 - Classical civilization
 - Methods and theory
- Two electives in archaeology or related disciplines
- Senior essay/thesis tutorial (1 or 2 credits)
- Recommended fieldwork

ANTHROPOLOGY

ARCP202	Paleoanthropology: The Study of Human Evolution	1
ARCP250	Foragers to Farmers: Hunting and Gathering and the Development of Agriculture	1
ARCP268	North America Before Columbus	1

ART HISTORY

ARCP215	The Art and Archaeology of Anglo-Saxon England, 400--1100	1
ARCP292	Archaeology of Food, Trade, and Power in South India	1
ARCP380	Relic and Image: The Archaeology and Social History of Indian Buddhism	1

CLASSICAL STUDIES

ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP214	Survey of Greek Archaeology	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP234	Art and Society in Ancient Pompeii	1

ARCP244	Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt	1
ARCP253	Ancient Rome: From Hut Village to Imperial Capital	1
ARCP328	Roman Urban Life	1

METHODS AND THEORY

ARCP314	How to Think Like an Archaeologist	1
ARCP372	Archaeology of Death	1
ARCP383	Grounding the Past: Monument, Site, and Memory	1

FIELDWORK

Archaeological fieldwork, typically carried out over the summer, is an excellent way to acquire hands-on experience and training in archaeological methods and excavation techniques. It also allows students to explore the history and material culture of a region in greater depth and, in some cases, even to conduct research on primary materials from a site that can then serve as the basis for a senior thesis or capstone project.

Fieldwork opportunities are offered both by our Wesleyan faculty as well as through a number of programs worldwide. For more information and a list of archaeological field programs, visit wesleyan.edu/archprog/fieldwork/ (<https://wesleyan.edu/archprog/fieldwork/>). Excavation experience is strongly encouraged, and completion of an approved archaeological field school program may be substituted for the methods and theory requirement.

COURSES FOR NON-MAJORS

Since there are no **ARCP** courses with prerequisites, all of our courses are suitable for non-majors.

STUDENT LEARNING GOALS

Archaeology is the discipline most directly concerned with the understanding and explanation of past societies through the study of their material remains. Archaeology majors are expected to master four of six themes or topics:

- History and theory of the discipline
- The nature of archaeological evidence
- The construction of archaeological arguments
- Chronology
- The materiality of social, political, and economic organization
- The intersection of archaeological evidence with past and present identities

Majors are also required to take at least one course in each of the departments that contribute to the Archaeology Program (Anthropology, Art History, Classical Civilization) in order to expose them to different disciplinary approaches to the study of material culture.

STUDY ABROAD

Study abroad is possible at a number of institutions with well-established archaeology programs, some of which include tours of archaeological sites

in addition to coursework. Wesleyan students have recently participated in semesters abroad at these institutions:

- University College London (UK)
- St. Andrews University (Scotland, UK)
- Intercollegiate Center for Classical Studies in Rome (Italy)
- College Year in Athens (Greece)

Interested students should consult the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>) for details about transferable credit.

ADDITIONAL INFORMATION

- We encourage students to take the Gateway course before their chosen Thinking Through Archaeology course. However, as we have no prerequisites for entry to archaeology courses, it is possible for students to complete these requirements in reverse order.
- With prior approval from the chair of the Archaeology Program, the methods and theory requirement may be fulfilled by academic credit from a field school program. We strongly encourage minors to gain fieldwork experience in archaeology.
- Upon the discretion of the archaeology chair, one nonfieldwork archaeology credit may be transferred in to cover a Gateway or area requirement.
- No more than two courses cross-listed with the student's major will be counted toward the archaeology minor.

HONORS

See Capstone Experience below.

CAPSTONE EXPERIENCE

All majors must write a senior honors thesis or a senior essay that involves interpretation of material remains. This may include work on objects in the archaeology and anthropology collections or research tied to a project of a Wesleyan faculty member. Students pursuing honors both in archaeology and in a second major are required to take at least one of their two required thesis tutorials in the archaeology program (i.e., either ARCP409 or ARCP410).

ARCHAEOLOGY MINOR

ADMISSION TO THE MINOR

To declare the minor, a student must achieve a grade of B or above in a designated Gateway course.

GATEWAY COURSES

ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP202	Paleoanthropology: The Study of Human Evolution	1

ARCP204	Approaches to Archaeology	1
ARCP214	Survey of Greek Archaeology	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP268	North America Before Columbus	1

MINOR REQUIREMENTS

The archaeology minor requires a minimum of six credits in archaeology. These must include

- One designated Gateway course
- One designated Thinking Through Archaeology course
- One course in each of four areas (anthropology, classical civilization, art history, methods and theory)

For a listing of the different courses in each of these categories, please see Major Requirements (p. 37).

To apply for the minor, please submit a declaration to add the minor through the Major/Minor/Cert Declaration application in your student portfolio.

ART AND ART HISTORY

The Department of Art and Art History is the administrative umbrella for two distinct major programs: art history and art studio. Majors within the department can be pursued in both areas. Students majoring in one area are allowed to count toward the 32 courses required for graduation up to 16 courses in the department. (University regulations regarding the maximum number of courses allowed in a department should be applied to the major itself: art history or art studio. Thus, majors in either program may count toward their graduation requirements no more than 16 credits in their major program [of which no more than 3 may be **100**-level courses, and no more than 13 may be **200**-level and above. These 16 would include 2 credits of thesis in the case of students majoring in art studio or writing a senior thesis in art history.]) Students double-majoring in both programs of the department are permitted to take up to 20 credits in the department, providing that 2 of these credits are for senior thesis tutorials. In addition to listed courses, a limited number of tutorials, internships, and teaching apprenticeships are available under special conditions. Prior approval must be obtained to transfer credit from another institution. Review and approval by a faculty member in the area of study must also be made after completion of such course work.

FACULTY

Nadja Aksamija

BA, Beloit College; MA, Princeton University; PHD, Princeton University
Associate Professor of Art History; Section Head

Claire Grace

BA, Brown University; MA, Middlebury College; PHD, Harvard University
Assistant Professor of Art History; Assistant Professor, American Studies

Elijah Huger

BA, Yale University; MAR, Yale University
Associate Professor of Art; Section Head; Associate Professor, Environmental Studies

Katherine M. Kuenzli

BA, Yale University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Associate Professor of Art History; Associate Professor, German Studies

Peter A. Mark

BA, Harvard University; MA, Syracuse University; MAA, Wesleyan University; PHD, Yale University
Professor of Art History

Julia A. Randall

BFA, Washington University; MFA, Rutgers University
Associate Professor of Art

Sasha Rudensky

BA, Wesleyan University; MFA, Yale University
Assistant Professor of Art; Assistant Professor, Russian, East European, and Eurasian Studies

Jeffrey Schiff

BA, Brown University; MFA, University of Massachusetts Amherst
Professor of Art

David Schorr

BA, Brown University; BFA, Yale University; MAA, Wesleyan University; MFA, Yale University

Professor of Art

Keiji Shinohara

Artist-in-Residence, Art; Artist-in-Residence, East Asian Studies

Joseph M. Siry

BA, Princeton University; MAA, Wesleyan University; MAR, University of Pennsylvania; PHD, Massachusetts Institute of Technology
Kenan Professor of the Humanities; Professor of Art History

Tula Telfair

BFA, Moore College Of Art; MFA, Syracuse University
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Phillip B. Wagoner

BA, Kenyon College; PHD, University of Wisconsin
Professor of Art History; Chair, Art and Art History; Professor, Archaeology

AFFILIATED FACULTY

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Assistant Professor of Art History, starting in Fall 2018

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Assistant Professor of Classical Studies; Assistant Professor, Archaeology; Assistant Professor, Art History

Christopher Parslow

BA, Grinnell College; MA, University of Iowa; PHD, Duke University
Robert Rich Professor of Latin; Professor of Classical Studies; Chair, Classical Studies; Professor, Archaeology; Professor, Art History

Clare I. Rogan

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VISITING FACULTY

Abigail Carter

BA, Wesleyan University
Visiting Instructor in Art

Julie Fry

BA, Yale University; MFA, Yale University
Visiting Assistant Professor of Art and Art History

Melissa R. Katz

MA, Brown University; MS, University of Delaware; PHD, Brown University
Visiting Assistant Professor of Art and Art History

EMERITI

Jonathan W. Best

BA, Earlham College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of Art History, Emeritus

Clark Maines

BA, Bucknell University; MA, Pennsylvania State University; MAA, Wesleyan University; PHD, Pennsylvania State University
Professor of Art History, Retired

Elizabeth Milroy

BA, Queens University; MA, Williams College; PHD, University of Pennsylvania
Professor of Art History, Emerita

John T. Paoletti

BA, Yale University; MA, Yale University; MAA, Wesleyan University; PHD, Yale University
Kenan Professor of the Humanities, Emeritus and Professor of Art History, Emeritus

DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO

Elijah Hugel, *Architecture*; Julia Randall, *Drawing*; Sasha Rudensky, *Photography*; Jeffrey Schiff, *Sculpture*; David Schorr, *Printmaking and Graphics*; Keiji Shinohara, *Japanese-Style Woodcuts and Ink Painting*; Tula Telfair, *Painting*

DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY

Nadja Aksamija, *Renaissance Art History*; Katherine Kuenzli, *Modern European Art History*; Clark Maines, *Medieval Art History and Archaeology*; Peter Mark, *African and African American Art History*; Clare Rogan, *History of Prints and Photography, Museum and Curatorial Studies*; Joseph Siry, *Modern Architectural History*; Phillip Wagoner, *South Asian and Islamic Art History*

ART HISTORY MAJOR

MAJOR DESCRIPTION

The discipline of art history is object-based cultural history. It is founded on the premise that artifacts embody, reflect, and shape the beliefs and values of the persons who made, commissioned, and used them. Unlike exclusively text-based historical disciplines, art history documents and interprets changes in human society by taking works of art and other objects of material culture as its primary sources. But since these objects can only be fully understood within the social, economic, political, and religious contexts in which they were produced and used, art history further requires the critical analysis and interpretation of other historical sources to illuminate these contexts. These other sources can include written texts, archival documents, archaeology, and oral history, as well as other art forms such as music and dance. Art history, therefore, is inherently interdisciplinary.

ADMISSION TO THE MAJOR

By the end of the sophomore year, a prospective major should plan to have taken one **100**-level introductory course and at least two other courses in art history. For admission to the major, the student must have at least a B average in courses taken in art history and a B average overall.

MAJOR REQUIREMENTS

To complete the major in art history, you must:

- Take one introductory course (numbered **100–199**) and nine courses numbered **200** or above. The nine upper-level courses must include at least two seminars (numbered **300–399**). (*N.B. Tutorials for honors essays and theses—ARHA403 ARHA404, ARHA409, and ARHA410—do not count toward the nine required courses.*)
- Satisfy the requirements for your area of concentration. The art history major offers two distinct areas of concentration:
 - **Concentration in the history of European, American, or African art.** For this concentration, the nine upper-level courses must include at least one course in each of the four historical periods—classical, medieval, Renaissance/Baroque, and modern—and at least one course in the areas of either African or Asian art.
 - **Concentration in the history of Asian art.** For this concentration, the nine upper-level courses must include five Asian art history courses—one of which must be a seminar—and at least one course in the European, American, or African traditions.

Additional recommendations. All art history majors are strongly urged to take at least one course in archaeology as part of the major. Students who concentrate in the history of Asian art are strongly urged to take at least one course outside the department dealing with the history or culture of premodern Asia.

For planning an art history major, please consult the Course Projections and Planning Worksheet for New Majors under Course Planning Documents on the Art and Art History Department website.

One or two of the required nine upper-level courses may be relevant courses taught at Wesleyan outside the art history program in such departments as History, Religion, Classics, or Anthropology. These courses must be preapproved by your major advisor.

GENERAL EDUCATION

Candidates for honors in art history are required to be compliant with the University's General Education Expectations (through stage II).

STUDENT LEARNING GOALS

The Art History program faculty has set the following goals for student achievement or success in the major.

- Intercultural literacy, including knowledge of at least one foreign language and knowledge of artistic production in more than one world region.
- Visual analysis, including knowledge of a broad range of objects, as well as the ability to analyze the form of one work in depth.

- Textual analysis.
- Historical awareness, or an understanding of how a given object or sets of objects relates to a culture, its history, religion, politics, and social structure.
- Methodological sophistication, including experience with more than one art historical methodology and an ability to distinguish methodological differences.
- Expository writing, or the ability to articulate and substantiate a complex argument in writing.
- Research, including the ability to identify and use primary and secondary documents.
- Originality, or the ability to define and carry out a substantial, original research project.

STUDY ABROAD

A minimum of five courses within the major must be taken at Wesleyan. All study abroad must be preapproved by the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>) (to receive Wesleyan credit) and by the student's major advisor (to receive credit toward the major requirements). Courses at other educational institutions in the United States must also be preapproved by the student's major advisor. In both cases, transfer of major credit will be awarded only if the student submits a course description and detailed syllabus in advance of taking the course. Preapproved credits for study abroad or courses taken at other U.S. institutions can be used to satisfy the **200**-level electives for the major but may not count toward the geographical and/or chronological distributional requirements. Transfer students should consult with the Art History program director for further information.

ADVANCED PLACEMENT

A student who has completed an Advanced Placement (AP) art history course or its equivalent while in secondary school and who has achieved a grade of 5 in the art history AP examination will be granted one AP course credit, but only after completing an intermediate-level course in art history at Wesleyan and receiving a grade of B+ or higher. Credit is not awarded for an AP score of less than 5. AP credit may not be counted toward the completion of major requirements.

LANGUAGE REQUIREMENT

Because English represents a minority language in art history, majors are required to demonstrate proficiency in at least one foreign language. Proficiency is defined as a minimum of two full years of study at the college level, or the equivalent, as measured by a placement test administered by the language department in question. German, French, and Italian are normally considered the most valuable for study in the discipline. Students concentrating in the history of Asian art may use a relevant Asian language to satisfy the language requirement.

PRIZES

Alumni Prize in Art History. Awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.

Beulah Friedman Prize. This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to seniors.

John T. Paoletti Travel Research Fellowships in Art History. Funds are available to support student research and travel in the summer following the junior year that will result in a senior thesis project. Paoletti Research Travel Fellowships are intended for advanced students who have demonstrated a commitment to art historical study and a strong aptitude for writing and research.

TRANSFER CREDIT

A minimum of five courses within the major must be taken at Wesleyan. All study abroad must be preapproved by the Office of Study Abroad (to receive Wesleyan credit) and by the student's major advisor (to receive credit toward the major requirements). Courses at other educational institutions in the United States must also be preapproved by the student's major advisor. In both cases, transfer of major credit will be awarded only if the student submits a course description and detailed syllabus in advance of taking the course. Preapproved credits for study abroad or courses taken at other U.S. institutions can be used to satisfy the **200**-level electives for the major but may not count toward the geographical and/or chronological distributional requirements. Transfer students should consult with the Art History program director for further information.

ADDITIONAL INFORMATION

Students interested in pursuing museum internships may apply for education-in-the-field credit. To be approved, the internship must involve work that is the equivalent in intellectual content and rigor to a Wesleyan art history course, as demonstrated in substantive research and writing. Students are expected to provide a description of the project(s) they will be working on and the name of their supervisor who will coordinate the project with an on-campus advisor. Students also must provide examples of the work they did when they return to campus before credit is given. Note, too, that the University charges additional tuition for education-in-the-field credits taken in the summer or while on an authorized leave of absence during the academic year.

HONORS

The honors program in art history is designed to meet the needs of art history majors who wish to pursue a long-term scholarly research project in an area of particular interest. The research project takes the form of a yearlong senior thesis. Candidates for honors are required to earn a minimum GPA of B+ for their major coursework and to be compliant with the University's general education expectations (through stage II). The senior thesis does not replace the two required seminar courses. Students wishing to consider an honors project must discuss their research interests with a member of the art history faculty and secure the professor's agreement to serve as tutor for the project by the last day of classes of the student's junior year. After consulting with the tutor, the student is expected to carry out preliminary research during the summer and is required to submit a detailed proposal and preliminary bibliography for the project by the first day of classes of the fall term of the senior year. No one who fails to meet these minimum requirements will be allowed to pursue honors. The senior thesis courses for honors in the major are ARHA409 (fall) and ARHA410 (spring).

Senior theses must conform to the University's general requirements and deadlines for honors in the senior year, as administered through the honors coordinator. Each year's honors candidates will present 20-minute public talks based on their theses. These talks will normally be held in April of the senior year and will be developed in consultation with the students' faculty tutors. For more information and an application form, see the document "Honors in Art

History: Regulations and Procedures (http://www.wesleyan.edu/art/arhist/form/honors_regulations_procedures.pdf),” also available in the department office.

For a listing of active art history courses and the distributional requirements each fulfills, please see: wesleyan.edu/art/arhist/form/ACTIVE_ARHA.pdf (https://wesleyan.edu/art/arhist/form/ACTIVE_ARHA.pdf).

ART HISTORY MINOR

ADMISSION TO THE MINOR

The art history minor is intended to reach students who would like to incorporate the study of artworks and architecture into their work in other disciplines and/or who discover art history later in their college career. The art history minor maintains the geographical breadth, historical depth, and academic rigor that is characteristic of the major but comprises fewer art history courses and does not require study of a foreign language. Art history minors may not write honors theses. For admission to the minor, students must have taken a minimum of three art history courses and have a B average in art history, as well as a B average overall.

The Art History Program director will admit students to the minor and certify them upon its completion. To sign up for the minor, students need to complete a minor declaration form found in their WesPortal.

Upon completing the minor, students must submit a completed minor certification form.

Students will not be required to declare an official minor advisor, but they are encouraged to meet with the art history faculty on an as-needed basis and to take part in program events.

MINOR REQUIREMENTS

To complete a minor, students need to take six credits with the following requirements:

- Completion of a **100**-level course. Students may choose from any of the **100**-level courses offered in any given semester or year.
- Completion of five courses numbered **200** or above. These courses must include study in four of the following five areas: classical, medieval, Renaissance/Baroque, modern, and non-western. One of these five courses must be a seminar (numbered in the **300** range).
- All of the courses offered by or cross-listed with the Art History Program are eligible for the minor.
- No courses numbered **401** or higher may count toward the minor.
- No courses in other departments may count toward the minor, except for courses cross-listed with art history.
- One course in art history taken elsewhere may count toward the minor, subject to the program chair’s approval. If preapproved, this course would serve as the fifth **200**-level course and would not count toward the geographical and/or chronological distributional requirements.
- All courses that count toward the minor must be taken for a letter grade. Exceptions will be made for **COL** and **CSS** majors.

There is no prescribed sequence of courses, though it is recommended that students begin with a **100**-level course and proceed upward through the curriculum.

ART STUDIO MAJOR

MAJOR DESCRIPTION

ART STUDIO: ARCHITECTURE, DIGITAL ART, DRAWING, GRAPHIC DESIGN, PAINTING, PHOTOGRAPHY, PRINTMAKING, SCULPTURE, AND TYPOGRAPHY

The art studio program enables students to become fluent in visual language—its analytical and critical vocabulary and the rigors of its technique and method—as a means to explore intellectual issues and human experience. To this end, students learn technique while searching for a personal vision, beginning with basic studies in drawing and introductory art history, proceeding through study of various media, and working toward the successful completion of the major’s comprehensive requirement—the presentation of a one-person exhibition in the spring of their senior year. The program seeks to reflect the diversity of technical and intellectual approaches practiced in the field of visual art and is open to interdisciplinary experimentation as well as traditionally focused studies.

ADMISSION TO THE MAJOR

At the time of application for major status, a student is expected to have completed ARST131 and one art history course, along with another art studio course. The prospective major must consult with an art studio faculty member (in the proposed area of study) who is willing to serve as advisor. Some faculty may expect the student to have completed outstanding work in a second-level course within a particular medium (for example, ARST352 or ARST340) before agreeing to support a major applicant. Together, student and major advisor devise a program of study for the final two years. Admission to the major requires a review by the art studio faculty and a minimum academic average of B and an average of B+ for at least three courses in the department, two of which must be in the art studio program.

MAJOR REQUIREMENTS

Students majoring in art studio must satisfactorily complete 11 courses in the department:

- ARST131
- At least eight courses numbered **200** or higher:
 - four art studio courses—at least one of which must be in either of the three-dimensional areas of sculpture or architecture
 - four art history courses
 - one Classical through Renaissance
 - one post-Renaissance (ARHA110 preferred)
 - one non-Western
 - one additional course from the offerings

- two semesters of senior thesis¹

¹ *In the rare case a student finishes all of his/her graduation requirements in January of the senior year, he/she may complete the major with only one semester of thesis tutorial, still exhibiting in the Spring.*

That breaks down to five art studio courses, four art history courses, and two semesters of thesis. Further course study in art studio and art history is recommended. On occasion, **100**-level art history courses may be substituted for the requirement of **200**-level courses. Majors are required to fulfill their general education as described by the University guidelines, since all are required to complete a senior thesis for honors. Teaching apprentice tutorials in the department will not be counted toward the major.

In the final year of study, each student will develop a focused body of work and mount a solo exhibition. That exhibition is the culmination of a two-semester thesis tutorial and is developed in close critical dialogue with a faculty advisor. The exhibition is critiqued by the faculty advisor and a second critic and must be passed by a vote of the faculty of the art studio program. The senior thesis exhibition provides a rare opportunity for the student to engage in a rigorous, self-directed, creative investigation and in a public dialogue about his/her work.

GENERAL EDUCATION

Art studio majors are required to fulfill their general education requirements as described by the University guidelines, since all are required to complete a senior thesis for honors.

STUDENT LEARNING GOALS

The art studio program faculty has set the following goals for student achievement or success in the major:

- Exploration of and proficiency with a wide range of media and technique, at the introductory level and beyond
- Honing observational skill
- Fluency in visual language
- The development of technical facility enabling students to explore their personal visions through making art
- Broad awareness of current and historical art and its theoretical and historical context
- Critique methodologies, and the ability to analyze art from diverse intellectual traditions and technical approaches
- Development of independent studio practice, ideation, and methodology, culminating in a one-person exhibition senior year

ADVANCED PLACEMENT

No Advanced Placement credit is accepted in art studio.

TRANSFER CREDIT

A major is obliged to consult with his/her advisor and receive approval for off-campus study, leaves, or addition of a second major. Off-campus study in the senior year is not encouraged and requires additional approval of the program director. Students should also consult carefully when planning off-campus study

before they have been accepted to the major. An art studio faculty member must approve coursework taken outside of Wesleyan in advance, and a portfolio review is required after the course is completed to transfer credit toward the major. Transfer of course credit toward the major is not automatic, even from a Wesleyan-approved program. A student may count no more than three art studio and art history courses taken outside the Wesleyan department toward the major without specific permission of the faculty. Students transferring to Wesleyan who wish to receive credit toward the major for art studio courses taken at another institution should seek approval from the department prior to enrollment; portfolio review is required, transfer of course credit is not automatic.

HONORS

All art studio majors are required to complete an honors thesis, the senior thesis exhibition. The studio faculty vote to determine high honors, honors, pass, or fail, on the criteria of originality, mastery of medium, depth and range of investigation, and coherence of the exhibition.

ASTRONOMY

The Wesleyan Astronomy Department provides outstanding opportunities for undergraduates who wish to major in this fascinating subject, either in preparation for graduate school or as an end in itself. Our unique program blends coursework with research opportunity and provides students access to professional-quality telescopes, instrumentation, and computers. A principal strength is our active research faculty who will work one-on-one with undergraduates employing state-of-the-art instrumentation and computers to investigate areas of current astronomical interest.

Our students go on to graduate programs, including the best in the country, or to a variety of rewarding careers in and out of science. Many of our students are co-authors on research papers based on work performed during their undergraduate careers. In addition, we offer a comprehensive range of coursework that will prepare students for a variety of directions in life, including graduate study.

FACULTY

William Herbst

BA, Princeton University; MAA, Wesleyan University; MSC, University of Toronto; PHD, University of Toronto
John Monroe Van Vleck Professor of Astronomy; Professor of Astronomy; Professor, Integrative Sciences

Meredith Hughes

BS, Yale University; PHD, Harvard University
Assistant Professor of Astronomy; Assistant Professor, Integrative Sciences

Edward C. Moran

BS, Pennsylvania State University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Professor of Astronomy; Director, Van Vleck Observatory; Professor, Integrative Sciences

Seth Redfield

BM, New Eng Conserv Music; BS, Tufts University; MS, University of Colorado Boulder; PHD, University of Colorado Boulder
Associate Professor of Astronomy; Chair, Astronomy Department; Associate Professor, Integrative Sciences

VISITING FACULTY

Roy E. Kilgard

BA, Valdosta St University; PHD, University of Leicester
Support Astronomer and Research Associate Professor of Astronomy

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

William Herbst, Edward Moran, Seth Redfield

ASTRONOMY MAJOR

ADMISSION TO THE MAJOR

The standard introductory course for potential majors and other science-oriented students is ASTR155. It may be taken in the first or sophomore year. It assumes a good high school preparation in physics and some knowledge of calculus. Potential majors with a good knowledge of astronomy may place out of this course by demonstrating proficiency in the material; anyone wishing to do so should speak with the instructor. ASTR211 is a sophomore-level course appropriate for interested nonmajors as well as a gateway course to the major.

MAJOR REQUIREMENTS

The astronomy major is constructed to accommodate both students who are preparing for graduate school and those who are not. The basic requirement for the major is successful completion of the following courses: PHYS113, PHYS116, PHYS213, PHYS214, and PHYS215; MATH121, MATH122, and MATH221; and ASTR155, ASTR211, as well as four upper-level astronomy courses. The required upper-level courses are taken one each semester in the junior and senior years. Depending on the year, the courses will be the following: ASTR221, ASTR222, ASTR224, ASTR231, ASTR232, and ASTR240. PHYS324 and MATH222 are strongly recommended but are not required. Additional upper-level physics courses are also recommended but are not required. Ability to program a computer in at least one of the widely used languages in the sciences, such as C, Fortran, or IDL, is also highly recommended. This does not necessarily mean that students should take a computer science course. Potential majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above, preferably by the end of their sophomore year, and should also take ASTR155 and ASTR211 during their first two years.

Since physics GRE scores are an important admission criterion at most astronomy graduate schools, those planning to go on for a PhD are advised to double major in physics. This can be accomplished by taking several of the following additional courses, normally in the junior and senior years: PHYS324, PHYS313, PHYS315, and PHYS316. Check the published requirements for the physics major for more details and speak to your advisor.

Additional mathematics courses, such as MATH229, may also be chosen.

Click [here](https://catalog.wesleyan.edu/departments/astr/ugrd-astr/) (catalog.wesleyan.edu/departments/astr/ugrd-astr/https://wesfiles.wesleyan.edu/departments/acaf/AcafWeb/Advising%20Resources%20for%20Faculty/Astronomy_Major.pdf) for more detailed information about the astronomy major, including a sample eight-semester course plan.

STUDENT LEARNING GOALS

In this major, students are expected to acquire or develop:

- a broad understanding at an introductory level of the foundational concepts and recent discoveries that have shaped modern astronomy and astrophysics;

- proficiency at an advanced level with the theoretical concepts and observational tools employed in four or more distinct subfields of astrophysics;
- firsthand experience with the process of science through participation in research;
- the technical and research skills needed to pursue graduate study in astronomy;
- analytical abilities and computing skills useful for careers outside of professional astronomy.

BA/MA PROGRAM

[wesleyan.edu/grad/degree-programs/ba-ma.html (https://wesleyan.edu/grad/degree-programs/ba-ma.html)]

This program provides an attractive option for science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience.

ADDITIONAL INFORMATION

All astronomy majors are to enroll each year in the .25-credit courses ASTR430 and ASTR431. These discussion courses provide a broad exposure and introduction to research and education topics of current interest to the astronomical community. Majors are also encouraged to serve as teaching apprentices in a general education course at least once during their junior or senior year, to take part in the observing program with the department's 24-inch telescope, and to participate in the department's public outreach activities.

HONORS

Students considering graduate school are strongly urged to do a senior thesis project (ASTR409/ASTR410); honors in astronomy requires completion of a senior thesis. Students with an interest in planetary science are advised to look at the course cluster information on that topic.

CAPSTONE EXPERIENCE

Research is an integral part of an undergraduate education in astronomy, and all majors are required to complete a senior research capstone that provides experiences beyond those obtained as part of their academic coursework. The capstone, to be completed during the twelve months prior to graduation, can take several forms:

- completion of a senior thesis project
- non-thesis related astronomy research
- in-depth investigation of a current research topic, including a short written report

In all cases, students must present some aspect of their experience in a public forum, e.g., by speaking in the ASTR 431 research seminar, presenting a poster at the Wesleyan summer research program poster session, or making a presentation at a professional conference.

GRADUATE ASTRONOMY PROGRAM

The Astronomy Department offers graduate work leading to the degree of master of arts. The small size of the department permits individualized instruction and a close working relationship between students and faculty. Students are expected to become involved in the research programs of the department early in their graduate careers. They also are expected to select courses offered in the areas of observational and theoretical astronomy and astrophysics; a graduate student normally takes at least one **500**-level astronomy course each semester. Additional courses in physics and mathematics are recommended according to individual student needs. Two years are usually necessary to complete requirements for the MA degree. However, the department also offers a five-year combined BA plus MA program for Wesleyan students. Eligible astronomy majors who complete their undergraduate requirements in four years can enroll for a fifth year and obtain a master's degree upon successful completion of one year of graduate coursework and a thesis. Primary research activities in the department include mapping the local interstellar medium, probing the atmospheres of extrasolar planets, observations of young stars and protoplanetary disks, investigations of x-ray binary star systems, and studies of the massive black holes that reside at the centers of galaxies.

COURSES

The student will normally enroll in at least one **500**-level course in astronomy each semester. Depending on the year, the courses are ASTR521, ASTR522, ASTR524, ASTR531, ASTR532, or ASTR555. These courses are similar in content to the **200**-level courses of the same name but with some supplementary materials and special assignments. These supplements are designed especially for graduate students. A minimum of 10 non-seminar credits, with grades of B- or better, is required for the MA degree. These include two credits for research leading to the thesis, which is also required. The student may expect to take four to six courses in physics, mathematics, or other sciences after consultation with the faculty of the department. In addition, students are required to participate in the department's seminars on research and pedagogy in astronomy, which are offered each semester.

PROGRESS AND QUALIFYING EXAMS

To be admitted to candidacy, a student must take a written and oral qualifying examination demonstrating satisfactory understanding of several areas of astronomy, fundamental physics, and mathematics. This examination should be taken after the first year of study. If performance in this examination is not satisfactory, the student will either be asked not to continue or to repeat the examination.

TEACHING

The emphasis in the program is on research and scholarly achievement, but graduate students are expected to improve communication skills by classroom

teaching, formal interaction with undergraduate students, and presenting talks to the observatory staff and to the community.

RESEARCH

The research interests of the current faculty are:

- **Dr. William Herbst**—star and planet formation
- **Dr. Ed Moran**—extragalactic X-ray sources and supermassive black holes
- **Dr. Seth Redfield**—exoplanets and the interstellar medium
- **Dr. Roy Kilgard**—high-mass X-ray binary populations and statistical challenges in high energy astrophysics
- **Dr. Meredith Hughes**—planet formation

The department is well-equipped for instruction and research. Facilities include a network of MacOS X workstations, a CCD attached to a 24-inch reflector, a 20-inch refractor equipped for observational work, and the substantial astronomical library of the Van Vleck Observatory. Members of our faculty are frequently awarded observing time on world-class telescopes, including the Hubble Space Telescope, Chandra X-ray Observatory, and dozens of ground-based telescopes.

THESIS / DISSERTATION / DEFENSE

Each candidate is required to write a thesis on a piece of original and publishable research carried out under the supervision of a faculty member. A thesis plan, stating the purpose and goals of the research, observational and other materials required, and uncertainties and difficulties that may be encountered, must be submitted to the department for approval after admission to candidacy. The thesis, in near-final form, must be submitted to the faculty at least one week prior to the scheduled oral examination. In this examination, the student must defend his or her work and must demonstrate a high level of understanding in the research area. The oral examination may touch on any aspect of the student's preparation. It is expected that the student will submit the results of his or her work to a research journal for publication.

CONCENTRATIONS

Planetary science is an emerging interdisciplinary field at the intersection of geology and astronomy with substantial contributions from physics, chemistry, and biology. The subject matter is planets, including those around other stars (exo-solar systems). The science questions include the most important of our times: How do planets (including Earth) form? How common are they in the universe? What is their range of properties and how do they evolve? Is there or was there ever life on other planets? The discovery of even microbial life beyond Earth would rank as one of the greatest human achievements of all time, and this quest lies squarely within the purview of planetary science.

ADDITIONAL INFORMATION

For additional information, please visit wesleyan.edu/astro/grad-program (<http://wesleyan.edu/astro/grad-program>).

BIOLOGY

These are thrilling times to study biology. Advances in molecular biology, epigenetics, and bioinformatics are leading to extraordinary new insights in every field, from evolution and ecology to development, cell biology, genetics/genomics, and neuroscience. These research areas are providing essential information as we address the urgent challenges of biodiversity conservation, global climate change, epidemiology, and human health and well-being. Biology is also at the heart of new ways of understanding ourselves as human beings in relation to other living things. Connections between biological disciplines are raising key questions in new ways, while biological knowledge has become fundamentally integrated with social and medical ethics, public policy, and journalism.

The Biology Department offers a broad range of courses that emphasize the process of scientific inquiry and current experimental approaches. Our courses also consider real-world implications of biological issues: the ethics of embryonic stem cell research, gender issues and reproductive technologies, the AIDS epidemic, and the impact of human activity on natural communities. Biology courses can be the start of a dedicated career in research, medicine, conservation, public health, bioethics, sustainable resource use, and many other areas. They can also bring the intellectual excitement of these investigations to students whose major focus is in the arts, humanities, or social sciences. We welcome students of all backgrounds and interests to join us.

FACULTY

Gloster B. Aaron

BA, Oberlin College; PHD, University of Pennsylvania
Associate Professor of Biology; Chair, Neuroscience and Behavior; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

David Bodznick

BS, University of Illinois Urbana; MAA, Wesleyan University; PHD, University of Washington
Professor of Biology; Professor, Neuroscience and Behavior

Ann Campbell Burke

AB, New York University; MA, Harvard University; PHD, Harvard University
Professor of Biology; Chair, Biology

Barry Chernoff

BS, SUNY at Stony Brook; MS, Adelphi University; PHD, University of Michigan
Robert Schumann Professor of Environmental Studies; Professor of Earth and Environmental Sciences; Professor of Biology; Chair, Environmental Studies Program; Director, College of the Environment; Professor, Environmental Studies

Frederick M. Cohan

BS, Stanford University; PHD, Harvard University
Professor of Biology; Professor, Environmental Studies; Professor, Integrative Sciences

Joseph David Coolon

BS, Kansas State University; PHD, Kansas State University
Assistant Professor of Biology; Assistant Professor, Integrative Sciences

Stephen H. Devoto

BA, Haverford College; PHD, Rockefeller University
Professor of Biology; Professor, Neuroscience and Behavior

Laura B. Grabel

BA, Brandeis University; MAA, Wesleyan University; PHD, University of California, San Diego

Lauren B. Dachs Professor of Science and Society; Professor of Biology; Professor, Feminist, Gender, and Sexuality Studies

Ruth Ineke Johnson

BS, University of Witwatersrand; PHD, Cambridge University
Assistant Professor of Biology; Assistant Professor, Integrative Sciences

John Kirn

BA, University of Denver; MA, Bucknell University; PHD, Cornell University
Professor of Biology; Professor, Neuroscience and Behavior

Janice R. Naegele

BA, Mount Holyoke College; PHD, Massachusetts Institute of Technology
Alan M. Dachs Professor of Science; Professor of Biology; Professor, Neuroscience and Behavior

Joyce Ann Powzyk

BS, Principia College; PHD, Duke University
Assistant Professor of the Practice, Biology

Michael Singer

BS, University Southern Calif; PHD, University of Arizona
Professor of Biology; Professor, Environmental Studies

Sonia Sultan

BA, Princeton University; MA, Harvard University; PHD, Harvard University
Professor of Biology; Professor, Environmental Studies

Michael P. Weir

BS, University of Sussex; PHD, University of Pennsylvania
Professor of Biology; Professor, Integrative Sciences

AFFILIATED FACULTY

David Borrego

Visiting Scholar in Biology

EMERITI

Allan Berlind

BA, Swarthmore College; MA, Harvard University; PHD, Harvard University
Professor of Biology, Emeritus

J. James Donady

BS, SUNY at Stony Brook; PHD, University of Iowa
Professor of Biology, Emeritus

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

All departmental faculty

BIOLOGY MAJOR

ADMISSION TO THE MAJOR

Students are encouraged to begin their major in the first year so that they can take maximum advantage of upper-level biology courses and research opportunities in later years. However, the major can certainly be successfully completed if begun during sophomore year, and many students are able to combine the biology major with a semester abroad.

A prospective biology major begins with a series of two core introductory courses. Students should begin the core series with BIOL181 and its associated laboratory course, BIOL191, which are offered in the fall semester. BIOL181 is offered in a number of small sections rather than a single large lecture class. These small sections allow for problem-based learning at a more individualized pace as students master the first semester of university-level biology. Students should enroll separately for the lab course, BIOL191. These courses do not have prerequisites or co-requisites, but it is useful to have some chemistry background or to take chemistry concurrently. In the spring semester, the prospective major should take BIOL182 and its laboratory course, BIOL192. An optional spring course, BIOL194, is offered to students of BIOL182 who wish a challenging reading and discussion experience in addition to the lectures.

MAJOR REQUIREMENTS

The biology majors program of study consists of the following.

- The two introductory courses, BIOL181-BIOL182, with their labs, BIOL191-BIOL192.
- At least six elective biology courses at the **200** and **300** levels, including one mid-level cell/molecular course (either MB&B208, BIOL210, BIOL212, or BIOL218) and one mid-level organismic/population course (either NS&B213/BIOL213, BIOL214, BIOL215 (https://iasext.wesleyan.edu/regprod/lwesmaps_page.html?crse=011364&term=1179) or BIOL216).
 - **Note:** No more than three of these mid-level courses (listed above) may be counted towards the six advanced elective requirement.
- Two semesters of general chemistry (CHEM141-CHEM142 or CHEM143-CHEM144)
- Any three additional semesters of related courses from at least two different departments: physics (PHYS111, PHYS112, PHYS113, or PHYS116), organic chemistry (CHEM251 or CHEM252), mathematics (MATH117 or higher), statistics (MATH132, BIOL320/BIOL520, or QAC201), computer science (COMP112, COMP211, or higher) or earth and environmental sciences (E&ES280).
 - **Note:** A strong chemistry background is especially recommended for students planning to enter graduate or medical school. Most medical and other health-related graduate schools require two years of college-level chemistry, including laboratory components, as well as a course in biochemistry.

Electives may be chosen from among the following courses at the **200**, **300**, or **500** levels. See WesMaps for current course offerings. The courses are grouped thematically for your convenience only.

CELL AND DEVELOPMENT BIOLOGY

BIOL212	Principles and Mechanisms of Cell Biology	1
BIOL218	Developmental Biology	1
MB&B/BIOL232	Immunology	1
MB&B/BIOL237	Signal Transduction	1
BIOL245	Cellular Neurophysiology	1
BIOL/NS&B325	Stem Cells: Basic Biology to Clinical Application	1.25
BIOL334	Shaping the Organism	1
BIOL340/540	Issues in Development and Evolution	1
BIOL343/543	Muscle and Nerve Development	1
BIOL/NS&B345	Developmental Neurobiology	1

EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

BIOL214	Evolution	1
BIOL215	Evolution in Human-Altered Environments	1
BIOL216	Ecology	1
BIOL220	Conservation Biology	1
BIOL235	Comparative Vertebrate Anatomy	1.25
BIOL254	Comparative Animal Behavior	1
BIOL290	Plant Form and Diversity	1
BIOL310	Genomics Analysis	1
BIOL316/516	Plant-Animal Interactions	1
BIOL318/518	Nature and Nurture: The Interplay of Genes and Environment	1
BIOL327/527	Evolutionary and Ecological Bioinformatics	1
BIOL340/540	Issues in Development and Evolution	1
BIOL346	The Forest Ecosystem	1

GENETICS, GENOMICS, AND BIOINFORMATICS

MB&B208	Molecular Biology	1
BIOL210	Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project	1
BIOL/MB&B265/ COMP113/CIS265	Bioinformatics Programming	1
BIOL327/527	Evolutionary and Ecological Bioinformatics	1
MB&B/BIOL231	Microbiology	1
BIOL310	Genomics Analysis	1
BIOL327/527	Evolutionary and Ecological Bioinformatics	1
MB&B333/533	Gene Regulation	1
MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1
E&ES280	Introduction to GIS	1
MB&B306	Epigenetics	1

PHYSIOLOGY, NEUROBIOLOGY, AND BEHAVIOR

NS&B/BIOL213	Behavioral Neurobiology	1
BIOL/NS&B224	Hormones, Brain, and Behavior	1
BIOL235	Comparative Vertebrate Anatomy	1.25

BIOL/NS&B239	Functional Anatomy of the Human Brain	1
NS&B/BIOL243	Neurohistology	1
BIOL/NS&B245	Cellular Neurophysiology	1
BIOL/NS&B247	Laboratory in Neurophysiology	1
BIOL/NS&B249	Neuroethology	1
BIOL/NS&B250	Laboratory in Cellular and Behavioral Neurobiology	1
BIOL/NS&B252	Cell Biology of the Neuron	1
NS&B/BIOL254	Comparative Animal Behavior	1
BIOL290	Plant Form and Diversity	1
BIOL/NS&B299	Waves, Brains, and Music	1
NS&B/BIOL328	Chemical Senses	1
BIOL/NS&B345	Developmental Neurobiology	1
BIOL/NS&B351	Neurobiology of Learning and Memory	1
NS&B/BIOL353	Neurobiology of Neurological Disorders	1
NS&B/BIOL360	Neuroplasticity: How Experience Changes the Brain	1

FULFILLING THE BIOLOGY MAJOR

Cross-listed courses that are included on the list above are automatically credited to the biology major. At least two elective courses (**200**-level and above) that are counted toward the biology major must be used to fulfill only the biology major and cannot be simultaneously used to fulfill another major.

Depending on the student's specific program, and with prior permission of the chair, up to two biology courses from outside the department may be counted toward the major. Two Wesleyan courses that fall into this category are ANTH202 and ANTH349.

Additional courses that may be credited to the major: BIOL320, E&ES234, MB&B228 and MB&B383, and ECON300. MB&B228 may be counted as long as neither MB&B208 nor MB&B383 is counted toward the major.

Biology majors are allowed to apply at most one elective course taken credit/unsatisfactory toward fulfilling the major requirements; however, this is discouraged because good performance in major courses is an important aspect of a student's transcript.

Courses in the **BIOL 400** series (such as research tutorials) contribute toward graduation but do not count toward the major.

COURSES FOR NON-MAJORS

The following courses do not have prerequisites and, as such, are appropriate for non-majors.

BIOL106	The Biology of Sex	1
BIOL137	Writing About Evolution	1
BIOL140	Classic Studies in Animal Behavior	1
BIOL145	Primate Behavior: The Real Monkey Business	1
BIOL148	Biology of Women	1
BIOL149	Neuroethology: Sensory Basis of Animal Orientation and Navigation	1
BIOL173	Global Change and Infectious Disease	1
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1

BIOL182	Principles of Biology II	1
BIOL186	Introduction to the Biology of Nutrition and Impact on Human Health	1
BIOL197	Introduction to Environmental Studies	1

STUDENT LEARNING GOALS

The Biology Department expects its majors to develop a broad and integrative understanding of the theory and practice of biology across a range of disciplines and levels of biological organization. The curricular requirements of the major are designed to provide enough flexibility for each student to choose a disciplinary emphasis of most interest and fulfill the additional expectation of achieving some depth of knowledge in a particular area through a relatively intensive classroom or laboratory experience. In this context, we want our students to develop skills in critical and quantitative thinking, creative problem solving, and intuition for the process of scientific reasoning. We also encourage our students to engage in ethical thinking about biological research and the role of biology in society and sustainability. A complete program of study in biology entails the application of these skills to designing or conducting original research (including scholarly research via scientific databases), writing about and orally communicating scientific concepts, as well as the comprehension and critical interpretation of primary scientific literature. Our ultimate goal is, therefore, to train students to use their biological knowledge and skills to become effective, scientifically informed citizens and professionals.

METHOD OF EVALUATION

We will evaluate how well students attain the above goals through standardized questionnaires, group discussions as part of a senior colloquium, and one-on-one advising. The standardized questionnaires will provide both quantitative and qualitative information from the written and oral responses of senior majors. After each student has independently responded to these questions, we will discuss these questions, and any other issues regarding the major, in small groups of faculty and students. This discussion will take place during one of the meetings of the senior colloquium. In addition, at one-on-one advising meetings professor and student will informally discuss the student's progress toward meeting the learning goals and use this information to plan the student's program of study.

STRUCTURE OF THE STANDARDIZED QUESTIONNAIRES

Quantitative information. We will use information derived from the Senior Survey. All students are asked to rate the gains they have made in a wide range of abilities. We will focus primarily on the following subset:

- Think analytically and logically
- Formulate/create original ideas and solutions
- Use quantitative tools (e.g. statistics, graphs)
- Gain in-depth knowledge of a field
- Understand the process of science and experimentation

In addition, we will examine how well our students perceive their gains in the following areas:

- Write effectively
- Communicate well orally
- Acquire new skills and knowledge on my own
- Identify moral and ethical issues
- Evaluate the role of science and technology in society

Qualitative information. We will ask each student to respond orally and in writing to the following statements during the spring semester of their senior year:

In what specific ways have biology courses and experiences...

- Helped you improve your skills in critical and quantitative thinking?
- Helped you develop skill in original thinking and creative problem solving?
- Increased your depth of knowledge in a particular area?
- Taught you how to design and conduct original research?
- Increased your awareness of the role of biology in society?

What were your most intellectually exciting experiences in the major?

HOW THE DEPARTMENT USES ASSESSMENT INFORMATION

Each year a subcommittee of the Biology Department will prepare an assessment report summarizing the quantitative data, the qualitative responses to the above questions, and highlights of the students' discussion, and bring it to the biology faculty for consideration. We will use the quantitative (Senior Survey) data to compare the information from biology majors to that from students in other majors at the University to identify the strengths and weaknesses of the biology program. We will also analyze the information from biology majors longitudinally, to identify changes over time. The qualitative feedback, and the ensuing discussions, will provide the nuance and detail lacking in the quantitative data.

The most recent assessment report will guide the decisions of the Biology Department and of individual faculty members in the following areas:

- Curriculum
- Advising
- Course content
- Departmental activities
- Major requirements
- Teaching approaches

ADVANCED PLACEMENT

Students who have received a grade of 4 or 5 on the AP exam may receive one university credit toward graduation.

If you earned a 4 or 5 on the AP biology exam, you are eligible to take a placement exam during freshman Orientation. If you pass this exam, you may choose to place out of BIOL181 and go directly into BIOL182 in the spring. However, we recommend against this for almost all students, especially those who may be interested in the biology major. Although some of the MB&B181/BIOL181 material will be familiar from a high school AP course, the depth and rigor of MB&B181/BIOL181 provide a strong foundation as you move forward to more advanced courses. Alternatively, students with AP 4 or 5 may consult individually with the BIOL182 faculty regarding placing out of this second-semester introductory course. However, both courses are considered essential background for our upper-level courses; students are highly encouraged to enroll in both semesters.

PRIZES

Dr. Neil Clendeninn Prize. Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who

has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

The Peirce Prize. Awarded in successive years for excellence in biology, chemistry, and geology.

TRANSFER CREDIT

Up to two outside credits for biology courses may also be applied from another institution (during a study-abroad program, for example). Prior permission must be obtained from the departmental liaison (Professor David Bodznick (dbodznick@wesleyan.edu)) to ensure creditability of specific courses from other institutions.

RELATED PROGRAMS OR CERTIFICATES

Environmental Studies Certificate. The Environmental Studies (ENVS) program is interdisciplinary and offers both a certificate and a linked major. The ENVS linked major is a secondary major and requires a student to also have a primary major in another department, program, or college. ENVS majors write a senior thesis or essay in environmental studies that is mentored by a professor in another department, program, or college (e.g., biology). There is also an opportunity to earn an ENVS certificate, which does not require a senior thesis or essay. See: wesleyan.edu/coe/academics/ (<https://wesleyan.edu/coe/academics/>).

Informatics and Modeling Certificate. The Integrative Genomic Science pathway within this certificate will be of particular interest for life science majors. See wesleyan.edu/imcp/igs.html (<https://wesleyan.edu/imcp/igs.html>).

Neuroscience and Behavior Program. Several faculty members in the Biology and Psychology departments also participate in the Neuroscience and Behavior Program that, at the undergraduate level, constitutes a separate major. Information about that program can be found at wesleyan.edu/nsb (<https://wesleyan.edu/nsb>).

The graduate program is an integral part of the Biology Department's offerings. Not only are graduate students active participants in the undergraduate courses, but, also, upper-level undergraduates are encouraged to take graduate-level courses and seminars (**500** series). Research opportunities are also available for undergraduates, and, frequently, these involve close interaction with graduate students.

BA/MA PROGRAM

[wesleyan.edu/grad/degree-programs/ba-ma.html (<https://wesleyan.edu/grad/degree-programs/ba-ma.html>)]

This program provides an attractive option for life science majors to substantially enrich their research and course background and to earn an advanced degree while at Wesleyan. Students are advised to begin research by their junior year if they intend to pursue the BA/MA in biology. Seniors can apply by December 1 and will be notified of their status by the end of January. Admission is competitive and based on GPA, faculty recommendations, and research experience.

ADDITIONAL INFORMATION

The seminar series features distinguished scientists from other institutions who present lectures on their research findings. One objective of these seminars is to relate material studied in courses, tutorials, and research to current scientific activity. These seminars are usually held on Thursdays at noon and are open to all members of the University community. Undergraduates are especially welcome.

HONORS

To be considered for departmental honors, a student must

- Be a biology major and be recommended to the department by a faculty member. It is expected that the student will have at least a B average (grade point average 85) in courses credited to the major.
- Submit a thesis based on laboratory research, computational research, or mathematical modeling. The thesis is carried out under the supervision of a faculty member of the department.

CAPSTONE EXPERIENCE

As a capstone experience, senior biology majors are encouraged to participate in one of the following opportunities for intensive scientific engagement: a hands-on laboratory or field course, participation in lab research (typically begun prior to senior year), or enrollment in an advanced (**300**-level) seminar or class. A series of faculty-student dinners during fall and spring of senior year provide further opportunities to discuss emergent scientific issues and approaches and their relation to students' career goals.

GRADUATE BIOLOGY PROGRAM

The Biology Department offers graduate work leading to the degree of doctor of philosophy. The primary emphasis is on an intensive research experience culminating in a thesis, though the student will also be expected to acquire a broad knowledge of related biological fields through an individual program of courses, seminars, and readings. The low student-faculty ratio in the department ensures close contact between students and their dissertation advisors. Faculty and invited outside speakers offer regular research seminars, and graduate students present their work as it progresses at a biweekly departmental colloquium. Additional courses and lectures of interest offered by other departments are also available to biology students. All graduate students have the opportunity for some undergraduate teaching with faculty training and supervision. Teaching assistants are involved primarily in preparing materials for, and assisting in, laboratory courses and in evaluating student work. In the later years of the PhD program, some classroom teaching opportunities may be offered. Students are encouraged to spend a summer at the Marine Biological Lab in Woods Hole, Cold Spring Harbor labs, or another institution offering specialized graduate courses. Funds are available to support such coursework and to facilitate student travel to scientific conferences.

COURSES

The PhD is a research degree demanding rigorous scholarly training and creativity; the result is an original contribution to the candidate's field. The student and a faculty committee will work out a program of study for the first two years at the time of matriculation. This program will take into account the student's proposed field of interest and prior background in biology and related sciences. No specific courses are required, but, rather, a subject-matter requirement is used to ensure a broad background. Before taking the qualifying examination, all students must have at least one substantive course above the introductory level (at Wesleyan or elsewhere) in each of five subject areas: genetics/genomics/bioinformatics; evolution/ecology; physiology/neurobiology/behavior; cell biology/developmental biology; and biochemistry/molecular biology. The adequacy of courses that have been taken at other institutions will be evaluated by the faculty committee through its meeting with the student. Students whose focus is bioinformatics may substitute two upper-level courses in computer science for one of these five areas. All graduate students must take a minimum of two advanced-level (**300** or **500**) courses within the Biology Department. At least one of these should be taken during the student's first year. Departmental and interdepartmental seminars and journal clubs are included in the program, and additional individual reading in particular areas may also be required. First-year students are exposed to research in the department through usually two, occasionally three, one-semester lab rotations or research practica. Toward the end of each semester of the first year, each student will meet with an evaluation committee of the faculty to review progress and to discuss any modification of the proposed program.

Working with the First-Year Advisory Committee, graduate students design their own program of courses to complement and strengthen their previous background knowledge. Each student participates in one of the journal clubs, during which recent journal articles are presented and discussed. Three journal clubs meet weekly over lunch:

- Ecology/Evolution
- Cell/Development/Genetics
- Neuroscience/Behavior

PROGRESS AND QUALIFYING EXAMS

A qualifying examination will be taken before the end of the second year. The examination is designed to test the student's knowledge of biology and ability to think critically. It includes a written research proposal, followed by an oral examination to discuss the proposal and evaluate the student's breadth in biology. The examination will be administered by four faculty members of the department (or associated departments), chosen by the student and his or her research advisor. The examining committee will include the research advisor and one member whose research field is clearly outside the student's area of special interest.

TEACHING

A minimum of three semesters as a teaching assistant is required.

RESEARCH

Graduate students start their research experience with two or more semester-long practica in laboratories. These are designed to provide complementing experiences to prepare students for their thesis research. Research projects are available in the following areas:

- **Aaron Lab**—epilepsy, the hippocampus, and the cortex
- **Bodznick Lab**—neuroethology
- **Burke Lab**—development and evolution
- **Chernoff Lab**—conservation, evolution, and genetics of fish
- **Cohan Lab**—evolutionary genetics and speciation of bacteria
- **Coolon Lab**—ecological and evolutionary functional genomics
- **Devoto Lab**—muscle development in zebrafish
- **Gabel Lab**—embryonic stem cell neurogenesis
- **Johnson Lab**—regulation of cell movement during development
- **Kirn Lab**—developmental neurobiology of vocal learning in songbirds
- **Naegele Lab**—development of GABAergic interneurons and neural stem cell therapy
- **Singer Lab**—evolution and ecology of plant-animal interactions
- **Sultan Lab**—evolutionary ecology of phenotypic plasticity in plants
- **Weir Lab**—molecular genetics; bioinformatics

All graduate students present their research in biweekly seminars attended by all members of the department, to encourage students to become fluent and comfortable with their presentation skills.

THESIS / DISSERTATION / DEFENSE

The most important requirement is a PhD thesis, an original contribution to biology that merits publication. The candidate will receive advice and guidance from the thesis director but must demonstrate both originality and scientific competence. Normally, the candidate will choose a thesis topic during the second year of graduate work in consultation with appropriate faculty. A thesis committee of three members, chosen by the student and thesis advisor, will meet with the student and advisor at least twice a year to review progress. This committee determines when sufficient experimental work has been completed and must approve the final written document.

ADDITIONAL INFORMATION

For additional information, please visit wesleyan.edu/bio/graduate (<https://wesleyan.edu/bio/graduate>).

CENTER FOR GLOBAL STUDIES

MISSION

The Center for Global Studies is committed to helping all members of the Wesleyan community achieve the knowledge, language skills, and sensitivity each person will need in order to exercise effective and responsible citizenship in an increasingly interdependent world.

VISION

Our emphasis on intercultural communication, experience, and knowledge reflects the value we place on adaptability, compassion, and cultural self-awareness with respect to the world beyond our borders. These qualities and practices put Wesleyan's liberal arts program at the forefront of global education and are the hallmark of responsible global citizenship.

GOALS & STRATEGIES

The Center for Global Studies pursues its goals by drawing on resources at hand: the Wesleyan curriculum, faculty, student body, and staff; the Office of Study Abroad; the Office of Fellowships, Internships, and Exchanges; and the Language Resource Center. Our strategies are designed specifically to:

- Identify and expand opportunities for students and faculty wishing to pursue a global perspective in the field of their choice;
- Offer the support needed for each department, program, center, and college to develop global perspectives in accordance with its own aims and in partnership with other academic units;
- Provide a forum for inquiry and debate concerning the pedagogies and administrative strategies best suited to the cultural demands of the contemporary world;
- Help students transcend disciplines while coordinating their curricular, cocurricular, and extracurricular experiences in accordance with the demands of a global education;
- Increase the mobility of the Wesleyan student body and faculty in support of a more vibrant cross-cultural debate and in accordance with the needs and goals of each academic unit;
- Increase the vibrancy of global discussions on campus through facilitating visits to campus by key scholars, artists, and activists;
- Promote relevant partnerships with peer institutions in the United States and with targeted institutions abroad;
- Promote collaborative teaching and research across disciplinary and cultural boundaries;
- Develop curricular opportunities that will allow students to develop a global education tailored to their needs and aspirations.

FACULTY

Bernardo Antonio Gonzalez

BA, University of California, Berkeley; MA, University of California, Berkeley;
MAA, Wesleyan University; PHD, University of California, Berkeley
Professor of Spanish; Director, Center for Global Studies

CENTER FOR JEWISH STUDIES

The Center for Jewish Studies offers interdisciplinary courses in Jewish and Israel studies. All courses (required and elective) are counted toward the Certificate in Jewish and Israel Studies. The Center for Jewish Studies courses and workshops are taught by its core and affiliated faculty, as well as by distinguished visitors and scholars including film directors and internationally acclaimed writers and artists. The Center for Jewish Studies offers an innovative Hebrew program based on a unique model of incorporating language skills with cultural events, and all Hebrew courses are counted toward the Israeli track in the Certificate for Jewish and Israel Studies. In addition, the Center for Jewish Studies offers Wesleyan and the general community rich and innovative events and series linked to other departments, programs, and colleges at the University. Among them, the annual Contemporary Israeli Voices series in the fall, the annual Ring Family Wesleyan University Israeli Film Festival in the spring, the annual Samuel and Dorothy Franke Memorial Lecture, the annual Jeremy Zwelling Lecture, and the center's newest series, Jewish Cultures of the World. To be engaged with the larger Wesleyan community, the Center for Jewish Studies sponsors WESeminars presented by its faculty. The Center also has a web page and a blog at wesleyan.edu/cjs.

FACULTY

Dalit Katz

BA, Hebrew University; MA, Hebrew University
Adjunct Associate Professor of Religion; Director, Jewish Israel Studies

CENTER FOR THE HUMANITIES

The Center for the Humanities at Wesleyan University provides high-level academic programming to energize the campus and promotes innovative research and scholarship through our faculty and visiting fellows program. In addition, faculty offer courses that are either based on current research projects or experimental in nature.

RELATED PROGRAMS OR CERTIFICATES

Social, Cultural, and Critical Theory Certificate (p. 195)

FACULTY

Ethan Kleinberg

BA, University of California, Berkeley; MA, University of California LA; PHD, University of California LA

Professor of History; Professor of Letters; Director, Center for the Humanities; Executive Editor, History and Theory

AFFILIATED FACULTY

Helen Birkett

Visiting Scholar in the Center for the Humanities

Stephanie Elaine Koscak

Visiting Scholar in the Center for the Humanities

Bert Lott

Visiting Scholar in the Center for the Humanities

VISITING FACULTY

Axelle Karera

BA, York University; PHD, Pennsylvania State University
Visiting Assistant Professor, African American Studies; Andrew W. Mellon
Postdoctoral Fellow, Center for the Humanities

FACULTY FELLOWS

Laura Grappo, *Fall 2017*; Anthony Hatch, *Fall 2017*; Victoria Pitts Taylor, *Fall 2017*; Victoria Smolkin, *Fall 2017*; Andrew Curran, *Spring 2018*; Ying Ja Tan, *Spring 2018*; William Pinch, *Spring 2018*; Gabrielle Ponce, *Spring 2018*

STUDENT FELLOWS

Samantha Aibinder, Brooke Burns, Carter Deane, Lily Landau, William Freudenheim, Yao Ong, James Reston, Juntai Shen

CHEMISTRY

Chemistry is the science of molecules. Scientific, medical, and technological phenomena ultimately are understood in terms of molecular structure and interactions. Understanding chemistry is essential to effective work in all sciences, and some knowledge of chemistry is useful in such fields as law, government, business, and art. Many aspects of our high-technology society can be understood better from the viewpoint of chemistry.

The following are typical important chemical problems: the structure of DNA, the molecular details of the resistance of bacteria to penicillin, the chemistry of biofuel production, the synthesis of new molecules that might be expected to have medical applications, the consequences of putting electrons and photons into molecules, the details of what happens as two molecules collide, the fundamental basis of the energies of molecules, and the synthesis of nanomaterials. These are all areas of research by Wesleyan faculty and their undergraduate and graduate coworkers.

FACULTY

Michael A. Calter

BS, University of Vermont; PHD, Harvard University
Professor of Chemistry

Carlos Alberto Jimenez Hoyos

MA, Rice University; PHD, Rice University
Assistant Professor of Chemistry

Joseph L. Knee

BA, SUNY at Binghamton; PHD, SUNY at Stony Brook
Dean of the Natural Sciences and Mathematics; Beach Professor of Chemistry;
Professor of Chemistry

Brian Hale Northrop

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Stewart E. Novick

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PHD, Harvard University
Joshua Boger University Professor of the Sciences and Mathematics; Professor of
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Michelle Louise Personick

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Andrea Roberts

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Pittsburgh
E. B. Nye Professor of Chemistry; Professor of Chemistry; Professor, Integrative
Sciences

Colin A. Smith

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Biochemistry; Assistant Professor, Integrative Sciences

Erika A. Taylor

BS, University of Michigan; PHD, University of Illinois Urbana
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Associate Professor, Integrative Sciences

T. David Westmoreland

BS, Massachusetts Institute of Technology; PHD, University of North Carolina at
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Associate Professor of Chemistry; Chair, Chemistry; Associate Professor,
Integrative Sciences

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Visiting Scholar in Chemistry

Michael J. Frisch

Research Professor in Chemistry

Rachel D. Lowe

Research Scientist in Chemistry

Herbert M. Pickett

Research Professor in Chemistry

VISITING FACULTY

Suara A. Adediran

Visiting Professor of Chemistry

Anthony P. Davis

BS, U.S. Coast Guard Academy; MS, Ohio State University; PHD, Wesleyan
University
Visiting Associate Professor of Chemistry

John Mantzaris

BS, Central Connecticut State University; MA, Wesleyan University; PHD,
Wesleyan University
Visiting Professor of Chemistry

EMERITI

David L. Beveridge

BA, College of Wooster; MAA, Wesleyan University; PHD, University Cincinnati
Joshua Boger University Professor of the Sciences and Mathematics, Emeritus;
Co-Director, Susan B. and William K. Wasch Center for Retired Faculty

Philip H. Bolton

BS, Michigan State University; MAA, Wesleyan University; PHD, University of
California, San Diego
Professor of Chemistry, Emeritus

Joseph W. Bruno

BA, Augustana College; MAA, Wesleyan University; PHD, Northwestern
University
Professor of Chemistry, Emeritus

Albert J. Fry

BS, University of Michigan; MAA, Wesleyan University; PHD, University of
Wisconsin

E. B. Nye Professor of Chemistry, Emeritus

George A. Petersson

BS, City College; PHD, California Institute Tech
Fisk Professor of Natural Science, Emeritus; Visiting Faculty (Tutorial)

Rex F. Pratt

BS, University of Melbourne; MAA, Wesleyan University; PHD, University of Melbourne
Beach Professor of Chemistry, Emeritus

Wallace C. Pringle

BA, Middlebury College; MAA, Wesleyan University; PHD, Massachusetts Institute of Technology
Professor of Chemistry, Emeritus

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

Michael Calter, *Organic*; Stewart Novick, *Physical*; T. David Westmoreland, *Inorganic, Analytical and General*

CHEMISTRY MAJOR

ADMISSION TO THE MAJOR

Students who anticipate the possibility of majoring in chemistry should, if possible, take CHEM143/CHEM144 as first-year students. The program for majors is described in detail below. Students who have scores of 4 or 5 in the chemistry Advanced Placement examination or 5, 6, or 7 on IB courses in chemistry should consult with the department chair about the possibility of advanced placement in organic chemistry (or, in exceptional circumstances, in physical chemistry). A student whose interest in biochemistry arises from a desire to understand biological systems at the molecular level may choose to study biochemistry as a chemistry major. (See biological chemistry track below.)

MAJOR REQUIREMENTS

To major in chemistry, a student should complete a year of Introductory Chemistry (CHEM141/CHEM142 or, preferably, CHEM143/CHEM144, and the associated lab CHEM152), unless the student has been given Advanced Placement credit. In addition, a year of organic chemistry (CHEM251/CHEM252), the concurrent laboratories (CHEM257/CHEM258), and a year of physical chemistry (CHEM337/CHEM338) are required. One year of advanced laboratory is required (CHEM375/CHEM376). Chemistry majors are also required to register for and attend two semesters of CHEM521/CHEM522. The major is completed by electing a total of at least three credits from 300-level courses (other than CHEM337/CHEM338). All courses other than seminars that are required for the chemistry major must be taken under a letter-grading mode (A–F). One of the three 300-level electives may be replaced by two semesters of research (CHEM409/CHEM410 or CHEM423/CHEM424). Seminars or journal clubs cannot be counted as electives. All chemistry majors are strongly encouraged to do

research with a faculty member, both during the academic year and over at least one summer. Financial support for summer research is generally available.

One year of calculus (MATH117/MATH118, MATH119/MATH120, or MATH121/MATH122—preferably the latter—or an Advanced Placement score of 4 or 5) and one year of physics (PHYS111/PHYS112, PHYS113/PHYS116, or an Advanced Placement score of 4 or 5) are also required for the major. Students who do not study inorganic chemistry in CHEM144, either through exemption or because they have satisfied the introductory chemistry requirement with CHEM141/CHEM142, must select CHEM361 as one of their 300-level electives.

Before or during the second semester of the sophomore year, a student interested in majoring in chemistry should consult with the chair of the Chemistry Department or the departmental advisors for specific areas of chemistry (analytical, biochemistry, inorganic, organic, and physical) concerning a suitable program of study. If the student does opt for the chemistry major, these people may also assist in the choice of a major advisor for the student. Students who intend to be multiple majors are strongly advised to consult with their chemistry advisors at the beginning of their junior year to plan their chemistry program.

A chemistry major planning graduate work in chemistry usually takes at least one additional 300-level chemistry course (excluding CHEM337/CHEM338) and two semesters of undergraduate research, CHEM409/CHEM410 or CHEM423/CHEM424. When feasible, an intensive continuation of research during at least one summer is encouraged. The preparation of a senior thesis based on this research (CHEM409/CHEM410 or CHEM423/CHEM424) provides extremely valuable experience and is strongly recommended.

Graduate courses may be elected with permission. A chemistry major planning to attend medical school, teach in a secondary school, or do graduate work in such fields as biochemistry, geochemistry, environmental science, or chemical physics may request permission from the departmental curriculum committee to replace one of the elective credits in the concentration program with an appropriate course offered by another science or mathematics department. A similar substitution may be requested when appropriate as part of an interdepartmental major. Independent research is encouraged. A solid mathematical background is important to those students who plan to do graduate work in chemistry. Such students should also try to take PHYS113 and PHYS116 prior to their junior year. MATH221 and MATH222 are recommended to those whose interests lie in physical chemistry.

BIOLOGICAL CHEMISTRY TRACK

The Chemistry Department recognizes that a number of students each year are interested in a major program containing both a strong biology or biochemistry component and somewhat less emphasis on chemistry than the standard chemistry major. In response to this interest, the Chemistry Department now offers a biological chemistry track. This track would, for example, be an excellent preparation for medical school or graduate school in biochemistry. (Students interested in chemistry as a profession are advised to take the standard chemistry major track, which provides a better preparation for graduate school in chemistry.)

To begin a major in the biological chemistry track, a student should complete a year of Introductory Chemistry (CHEM141/CHEM142 or, preferably, CHEM143/CHEM144, and the associated laboratory, CHEM152), unless the student has been given Advanced Placement credit. In addition, one year of organic chemistry (CHEM251/CHEM252), the concurrent laboratories (CHEM257/CHEM258), and a semester of biology (BIOL181/MB&B181) are required. One year of advanced laboratory (CHEM375/CHEM376) and two semesters of CHEM521/CHEM522 are also required. MB&B395/CHEM395 may be substituted for one semester of CHEM375/CHEM376 by petition. Also

required are CHEM383 and CHEM381. The two-semester physical chemistry sequence, CHEM337/CHEM338, can be substituted for CHEM381 with the second semester of this sequence then counting as one of the three electives. Students who have been exempted from CHEM144 must take CHEM361 to gain familiarity with inorganic chemistry.

The three electives normally required for chemistry majors should be taken from the following:

CHEM309	Molecular and Cellular Biophysics	1
CHEM/MB&B321	Biomedical Chemistry	1
CHEM/MB&B325	Introduction to Biomolecular Structure	1
CHEM385	Advanced Biochemistry: Enzyme Kinetics	0.5
CHEM/MB&B386	Biological Thermodynamics	1
CHEM387	Enzyme Mechanisms	0.5
CHEM390/ MB&B340	Practical Methods in Biochemistry	1
MB&B208	Molecular Biology (or any other chemistry courses, 300-level or higher)	1

One upper-level **MB&B** course can be used as an elective upon prior approval by the faculty advisor. (Note, however, that only one **MB&B** course, including MB&B208, not cross-listed with chemistry, may count as an elective toward the major.) Also required is MATH117/MATH119 or MATH121, preferably the latter, or Advanced Placement calculus with an AP score of 4 or 5; MATH118 / MATH120 or MATH122 and a year of physics are recommended. One of the electives may be replaced by two semesters of research (CHEM409/CHEM410 or CHEM423/CHEM424). Other seminars or journal clubs cannot be counted as electives. Participation in the weekly biochemistry evening seminar (CHEM587/CHEM588) and in research, both during the academic year and over at least one summer, are strongly recommended. Students who intend to be multiple majors are strongly advised to consult with their chemistry advisors at the beginning of their junior year to plan their chemistry program.

COURSES FOR NON-MAJORS

Nonscientists are encouraged to consider CHEM118, CHEM119, CHEM120, or CHEM141/CHEM142 as part of their program to meet NSM requirements. CHEM118 provides an interdisciplinary view of the DNA molecules and their impact on society at large. CHEM119 studies the basic chemistry of several diseases, including AIDS, cancer, bacterial infections, and the drugs used to treat them, as well as psycho-therapeutic drugs. CHEM120 covers basic chemical principles and then shows how these principles relate to important issues in the real world, such as global warming, alternative energy, genetic engineering, and the treatment of diseases. CHEM141/CHEM142 is an introduction to chemistry that includes quantitative material. CHEM141 can be taken as a single-semester course toward the NSM requirements and can be taken by students who have had no high school chemistry.

Scientists majoring in areas other than chemistry can prepare themselves better for work in their discipline by having a grounding in chemistry, which will enable them to understand molecular phenomena. The Chemistry Department offers two yearlong tracks of Introductory Chemistry (CHEM141/CHEM142 or CHEM143/CHEM144). The CHEM143/CHEM144 sequence, requiring some prior chemistry and calculus, provides a more sophisticated introduction and represents a better preparation for science majors. The CHEM141/CHEM142 sequence requires no previous exposure to chemistry or calculus and emphasizes environmental and biological applications. CHEM152 is taken concurrently with CHEM141 and CHEM143 in the fall semester or with CHEM142 or CHEM144

in the spring semester. CHEM251/CHEM252 normally follows Introductory Chemistry. The laboratory courses, CHEM257 and CHEM258, are usually taken concurrently with CHEM251/CHEM252, respectively. The two courses, Introductory Chemistry and Organic Chemistry, plus the laboratory sequence, CHEM152, CHEM257, CHEM258, are required for admission to medical, dental, and veterinary schools.

STUDENT LEARNING GOALS

Students graduating with a BA degree in chemistry should be able to:

- **Apply the scientific method.** The student should understand how to develop and test scientific hypotheses.
- **Understand data.** The student should understand how chemical data is produced, interpreted, and applied.
- **Perform laboratory experiments.** The student should have the ability to carry out standard chemical experimental procedures safely and successfully.
- **Apply quantitative tools.** The student should be able to select and apply appropriate quantitative techniques (e.g., calculus, statistics, chemical group theory, or computational modeling) to chemical questions.
- **Use the primary literature.** The student should be able to search for and understand publications from the primary scientific literature.
- **Critically evaluate scientific claims.** The student should be able to critique claims and arguments made in the chemical literature.
- **Communicate.** The student should be able to present chemical data and their interpretation effectively in written, visual, and oral formats.
- **Practice science with integrity.** The student should adhere to established professional ethical standards in the generation, documentation, and presentation of chemical data.
- **Appreciate chemistry as an interdisciplinary science.** The student should understand how to apply chemical perspectives to topics from related fields.

STUDY ABROAD

A semester abroad is possible if adequately planned in advance. Students should discuss plans with their chemistry major advisors.

ADVANCED PLACEMENT GUIDELINES

Placement in CHEM141 or CHEM143. Freshmen interested in environmental and/or biochemical material may take CHEM141. Those more interested in quantitative and inorganic materials should take CHEM143. Potential majors and other students will have a solid grounding in chemistry by taking either CHEM141, CHEM142 or CHEM143, CHEM144. CHEM152 is taken concurrently with CHEM141 or CHEM143 in the fall semester and CHEM142 or CHEM144 in the spring semester. Faculty will be available to discuss this at the Freshman Academic Forum. (<http://www.wesleyan.edu/studentaffairs>)

Requirements for medical, dental, or veterinarian school are satisfied by either CHEM141, CHEM142 or CHEM143, CHEM144, plus CHEM152, followed by CHEM251, CHEM252 (Organic Chemistry) and the labs CHEM257, CHEM258.

Note: If CHEM144 was not taken (because of Advanced Placement credit or because sequence CHEM141/CHEM142 replaced CHEM143/CHEM144) then CHEM361 must be among the electives.

For freshmen and new students to receive 2 credits:

Score of AP 5. Students can receive 2.00 credits by completing one full year of organic chemistry (CHEM251 (https://iasext.wesleyan.edu/regprod/wesmaps_page.html?crse=003034) and CHEM252) with a minimum grade of B. No credit will be granted if a student completes any of the following courses: CHEM141, CHEM142, CHEM143, or CHEM144.

For freshmen and new students to receive 1 credit:

Score of AP 5. Students can receive 1.00 credit by completing CHEM144 with a minimum grade of B. No credit will be granted if a student takes either CHEM141, CHEM142, or CHEM143.

Score of AP 4. Students can receive 1.00 credit by either completing CHEM144 with a minimum grade of B or completing a full year of organic chemistry (CHEM251 & CHEM252) with a minimum grade of B. No credit will be granted if a student completes any of the following courses: CHEM141, CHEM142, or CHEM143.

Special note: AP students who intend to major in chemistry should consult with the department chair as soon as possible.

ADVANCED PLACEMENT CREDIT FOR THE INTERNATIONAL BACCALAUREATE (IB) COURSES IN CHEMISTRY

For freshmen and new students to receive 2 credits:

Score of IB 6 or 7. Students can receive 2.00 credits by completing one full year of organic chemistry (CHEM251 and CHEM252) with a minimum grade of B. No credit will be granted if a student completes any of the following courses: CHEM141, CHEM142, CHEM143, or CHEM144

For freshmen and new students to receive 1 credit:

Score of IB 6 or 7. Students can receive 1.00 credit by completing CHEM144 with a minimum grade of B. No credit will be granted if a student takes either CHEM141, CHEM142, or CHEM143.

Score of IB 5. Students can receive 1.00 credit by either completing CHEM144 with a minimum grade of B, or completing a full year of organic chemistry (CHEM251 & CHEM252) with a minimum grade of B. No credit will be granted if a student completes any of the following courses: CHEM141, CHEM142, or CHEM143.

Score of IB 4. Students are not eligible to receive Wesleyan credit.

Note: A chemistry major is required to study inorganic chemistry. The requirement can be met by taking either CHEM144 or CHEM361 or both.

Special note: AP students who intend to major in chemistry should consult with the department chair as soon as possible.

ENGLISH A-LEVELS

For freshmen and new students:

Students with a grade of A on the Chemistry A-Levels can receive 1 credit by completing CHEM144 with a minimum grade of B or completing the yearlong organic chemistry (CHEM251 and CHEM252) with a grade of B or higher. No credit will be granted if the student has completed any of the following courses: CHEM141, CHEM142, or CHEM143.

Special note: Students with Chemistry AP, IB, or A-Levels scores who intend to major in chemistry should consult with the department chair as soon as possible.

TRANSFER CREDIT

- General chemistry courses taken at other institutions will usually satisfy the prerequisites for CHEM251 at Wesleyan. Prerequisite override requests and related questions should be directed to the instructor of CHEM251.
- The instructor of the equivalent Wesleyan course (CHEM141 or CHEM142 for Introductory Chemistry and CHEM251/CHEM252 for Organic Chemistry) for the current academic year must approve all transfer of credit requests. Such approvals are solely at his/her discretion.
- Permission should be requested before the course is taken. The student should submit the "Permission to Transfer Credit from Another College or University" form available on the Dean's Office website (wesleyan.edu/deans/forms.html (<http://wesleyan.edu/deans/forms.html>)).
- The syllabus for the course, including the name and author (and edition, if relevant) of the text and the outline of the topical coverage of the course, the total number of class hours involved, and the name and contact information for the course instructor.
- The other institution must offer a chemistry major and the course must be a gateway course to the major.
- For community colleges and other two-year institutions, a grade of B+ or better is required for transfer credit.
- Courses taken elsewhere may not be counted toward a chemistry major at Wesleyan (except by special petition to the Curriculum Committee of the Chemistry Department).

BA/MA PROGRAM ([HTTP://WESLEYAN.EDU/GRAD/DEGREE-PROGRAMS/BA-MA.HTML](http://wesleyan.edu/grad/degree-programs/ba-ma.html))

[wesleyan.edu/grad/degree-programs/ba-ma.html]

This program provides an attractive option for science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. Students apply in their junior or senior year and if accepted, can continue for a year beyond the bachelor's degree and obtain a master's degree in one additional year. The fifth year is tuition free.

ADDITIONAL INFORMATION

Undergraduate research. Research is an important part of the program for most majors. Wesleyan's small but excellent graduate program makes it possible for majors to work at the cutting edge of discovery in chemistry. Every full-time faculty member is involved in significant research. Undergraduates participating in the departmental research program normally attend a research seminar in their area, and most research groups have weekly meetings to discuss new results. Students involved in significant research have an opportunity to continue in the University's BA/MA program.

Seminars. Seminars are a vital part of the intellectual life of the Chemistry Department. Weekly departmental seminars on Friday afternoons (CHEM521/CHEM522) are followed by refreshments and discussions in the chemistry lounge. Important scientists from other universities and research laboratories are the speakers. In addition, chemistry students and faculty speak at weekly research seminars in chemical physics, organic/inorganic chemistry,

and biochemistry. Programs for each semester are available on the chemistry website.

HONORS

Honors are awarded based on the evaluation of senior theses.

CAPSTONE EXPERIENCE

The recommended capstone experience is research followed by a senior thesis. Successful completion of the Integrated Lab sequence CHEM375/CHEM376 is considered a capstone for those students not doing research in chemistry.

GRADUATE CHEMISTRY PROGRAM

The Department of Chemistry offers a graduate program leading to the degree of doctor of philosophy. Currently, the program has approximately 40 graduate students and 12 faculty members. The small size ensures that each student knows every faculty member and has the opportunity to become well acquainted with several areas of chemistry. A customized program of study is set up for each student, whose progress is monitored by a three-member faculty advisory committee.

Emphasis within the program is on developing skills for chemical research, rather than on conforming to a uniform program of study. Course requirements, progress examinations, preparation and defense of research proposals, seminar presentation, and teaching assignments are all designed with this goal in mind.

An excellent weekly seminar program affords an opportunity for students to hear and meet informally with a variety of outstanding speakers. In addition, the Peter A. Leermakers Symposium has brought eminent chemists from Europe, Asia, South America, and throughout the United States to Wesleyan for a day of intensive examination of a particular subject. Past topics have included chemical insights into viruses, fullerenes, progenitors and sequels, molecular frontiers of AIDS research, extraterrestrial chemistry and biology, atmospheric chemistry and climate in a changing global environment, where chemistry meets art and archaeology, metals in medicine, the molecular basis of materials science, challenges to chemistry from other sciences, green energy and biofuel technology, and better chemistry through quantum mechanics.

COURSES

Course requirements are intended to achieve two basic goals.

- **Acquisition of background knowledge.** A central core of material is basic for all well-trained chemists. Therefore, graduate students are initially expected to develop or demonstrate knowledge of an appropriate one-semester course in each of the areas of organic chemistry, inorganic chemistry, biochemistry, physical chemistry, and quantum chemistry.
- **Continued scholarly growth.** Graduate students are expected to take one course or its equivalent every semester. This may be a regular advanced

course in chemistry or a related discipline, a seminar, or a tutorial designed to meet the special needs of an individual student.

PROGRESS AND QUALIFYING EXAMS

Progress examinations are given multiple times each academic year. Based on articles in the current literature, these examinations are designed to encourage graduate students to keep up with the latest developments in chemistry. In addition, they are a valuable tool for monitoring the expected steady growth of a student's ability to read the chemical literature critically, as well as identifying any areas where he or she is deficient. Students are required to pass a specified number of exams, which they usually accomplish in two to three years.

TEACHING

Teaching skills are honed and assisting duties are given to each student as a means of developing communication skills. As these develop, more responsible and demanding tasks will be assigned whenever possible.

A 50-minute seminar talk is expected of each student once a year. For first-year graduate students, this seminar will be scheduled in the second semester. In addition, there will be a number of shorter, less formal talks in classes, research group meetings, and special-interest discussion groups, all of which will contribute to a student's ability to work up, organize, and present a scientific topic.

RESEARCH

After taking three research rotations in different laboratories through the first semester, students are usually then able to choose a research mentor.

Proposal writing is one of the most important parts of the entire graduate program in chemistry. Writing scientific proposals teaches evaluation of the literature, integration of knowledge from several areas, formulation of scientific questions, design of a research project to answer those questions, scientific writing, and the defense of a project proposal. Two proposals are required: one during the second year related to the student's research and a second, in the fourth year, on a separate topic.

THESIS | DISSERTATION | DEFENSE

The thesis research and dissertation—an original contribution worthy of publication—is the single most important requirement. Finally, the candidate defends the thesis before his/her committee and then presents a final seminar to the department.

CONCENTRATIONS

CHEMICAL PHYSICS

Guiding Committee: Lutz Hüwel, *Physics*; Joseph Knee, *Chemistry*; Stewart E. Novick, *Chemistry*; Brian Stewart, *Physics*

Beginning students in the chemistry or physics graduate programs may petition their department for admission to the interdisciplinary program in chemical physics. The philosophy underlying the program is that the solution to contemporary problems must increasingly be sought not within a single

traditional specialty but from the application of different disciplines to particular problems. Students in the program will pursue a course of study and research that will familiarize them with both the Physics and Chemistry departments and, in particular, with those areas of overlapping interest that we broadly categorize as chemical physics.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Students entering the program will choose an interdepartmental committee to oversee their progress toward the PhD degree. Students will still receive a PhD in either chemistry or physics. Chemical physics students will be expected to take courses from both departments. The core of the program of courses consists of quantum chemistry (offered by the Chemistry Department), quantum mechanics (offered by either department), electrodynamics (offered by the Physics Department), statistical mechanics (either department), and mathematical physics (Physics Department). For details of the course offerings, see the course listings under chemistry and physics.

Seminars. Students will participate in the weekly chemical physics seminar series and will be expected to present at least one talk per year.

Examinations. Students will follow the examination policy of their sponsoring department. Those chemical physics students pursuing a PhD in chemistry will take periodic progress exams based on the current literature, and in their second year they will take an oral qualifying exam that includes a short written proposal of their future PhD research. A second proposal, external to their research, is submitted in the fourth year. In addition, there is a final oral PhD thesis defense. For details, see the requirements for the PhD in chemistry. For those chemical physics students pursuing a PhD in physics, there are three formal examinations: a written examination at an advanced undergraduate level (taken in the third semester), an oral PhD candidacy examination (taken no later than the fifth semester), and a final oral PhD thesis defense. For details, see the requirements for the PhD in physics.

Research. Students in chemical physics may do research under the direction of any member of either department. To aid the student in this selection and to sample the flavor of research activities in both departments, students will participate briefly in the research of each department. During the first year, students will rotate among as many as two research groups from each department, spending between four and six weeks in each group. It is anticipated that a student will be able to make a formal choice of a research advisor by the end of the first academic year at Wesleyan.

MOLECULAR BIOPHYSICS

Guiding Committee: David L. Beveridge, *Chemistry*; Ishita Mukerji, *Molecular Biology and Biochemistry*

The Chemistry Department participates in an interdisciplinary program of graduate study in molecular biophysics with the departments of Molecular Biology and Biochemistry (MB&B), Biology, and Physics. The program provides a course of study and research that overlaps the disciplinary boundaries of chemistry, physics, biology, and molecular biology and is designed for students with an undergraduate background in any one of these areas. Students in the program are enrolled in one of the participating departments and fulfill canonical requirements of the department. In addition, they take advanced courses in molecular biophysics and pursue dissertation research with one of the faculty in the program. Centerpieces of the program are the weekly interdepartmental journal club in molecular biophysics and an annual off-campus research retreat. Both activities bring together students, research associates, and faculty from all participating departments and foster interdisciplinary collaborative projects.

The molecular biophysics program receives special support from the National Institutes of Health (NIH) in the form of a training grant. The program is affiliated with interest groups such as the New York Structural Biology (NYSB) and the New

York Bioinformatics and Computational Biology (NYBCB) groups. All students are encouraged to join and attend national meetings of the Biophysical Society.

Students interested in this program apply for admission to the Chemistry Department or to the other two participating departments. Application forms for these departments are available at wesleyan.edu/chem (<http://wesleyan.edu/chem>).

CLASSICAL STUDIES

The Department of Classical Studies is dedicated to the interdisciplinary study of the societies of ancient Greece and Rome. Our faculty offer a wide array of courses in language and literature, art and archaeology, history, mythology, and religion. Courses in classical civilization require no knowledge of Latin and Greek and range from introductory lecture courses to smaller seminars that consider critical approaches and scholarship central to the study of the ancient world. Recent courses have covered diverse topics including medicine and health in antiquity, gender and sexuality, Roman law, death and the afterlife in Greece and Egypt, Rome and the Caesars, Alexander the Great, and the archaeology of Pompeii. Latin and Greek are offered at all levels, so students can either start the languages at Wesleyan or build on high school preparation. Introductory courses enable students to begin reading original texts by the second semester, and advanced courses engage with both ancient texts and critical approaches to those texts in modern scholarship. Many of our majors choose to complement their coursework at Wesleyan with a summer or semester spent in Greece or Italy.

Studying classical antiquity is not only rewarding in itself; it is also excellent preparation for many academic and professional pursuits. The department has sent recent majors to top graduate programs in classics, classical archaeology, and ancient history. Our alumni have also gone on to successful careers in such varied areas as law, medicine, business, journalism, music, arts administration and museum work, and education at all levels, both as teachers and administrators.

Classical civilization courses fall into four categories:

- **100–199:** First Year Seminars (FYS) are small, topical seminars reserved for first- or first- and second-year students.
- **200–275:** Survey courses provide an introductory overview of one aspect of the ancient world. These courses generally have high enrollment limits and have no prerequisites.
- **276–299:** Lower-level seminars are smaller courses that focus on special aspects of the ancient world and provide opportunity for discussion and specialized research but do not require any previous knowledge of classical civilization and thus have no prerequisites.
- **300–399:** Advanced seminars are small courses that explore special aspects of the ancient world and provide opportunity for discussion and specialized research. These courses may have prerequisites or may require permission of instructor.

Courses in Greek and Latin fall into three categories:

- **101–102:** First-year language courses that are intended for those with little or no prior training in the languages provide basic training in Latin and Greek and some exposure to the culture of the ancient world.
- **201–202:** Second-year, or intermediate, courses, intended for those with a year of college training or the equivalent high school training (typically four years), introduce students to selected texts in their literary and historical contexts and provide an introduction to critical approaches to classical literature.
- **203–299:** Advanced language and literature seminars focus on a rotating set of authors, genres, or periods and provide greater opportunity for discussion and specialized research.

Students unsure of what level of language course to take should consult with a member of the department.

The Classical Studies Department offers two majors: classical civilization and classics.

FACULTY

Abderrahman Aissa

BA, University of Colorado Boulder; MA, University of Colorado Boulder
Adjunct Assistant Professor of Arabic

Kate Birney

BA, Yale University; MT, Harvard University; PHD, Harvard University
Assistant Professor of Classical Studies; Assistant Professor, Archaeology;
Assistant Professor, Art History

Christopher Parslow

BA, Grinnell College; MA, University of Iowa; PHD, Duke University
Robert Rich Professor of Latin; Professor of Classical Studies; Chair, Classical
Studies; Professor, Archaeology; Professor, Art History

Andrew Szegedy-Maszak

BA, University of Michigan; MA, Princeton University; MAA, Wesleyan University;
PHD, Princeton University
Jane A. Seney Professor of Greek; Professor of Classical Studies; Professor,
Environmental Studies

Eirene Visvardi

BA, University of Crete; MPHIL, Cambridge University; PHD, Stanford University
Associate Professor of Classical Studies

AFFILIATED FACULTY

Elizabeth A. Bobrick

BA, Marlboro College; MA, Johns Hopkins University; PHD, Johns Hopkins
University
Writing Consultant; Visiting Scholar in Classical Studies

VISITING FACULTY

Serena S. Witzke

BA, McMaster University; MA, McMaster University; PHD, University of North
Carolina at Chapel Hill
Visiting Assistant Professor of Classical Studies

EMERITI

Marilyn A. Katz

BS, Columbia University; MA, Yale University; MAA, Wesleyan University; PHD,
Yale University
Professor of Classical Studies, Emerita

Michael J. Roberts

BA, Cambridge University; MA, Cambridge University; MA, University of Illinois
Urbana; MAA, Wesleyan University; PHD, University of Illinois Urbana
Robert Rich Professor of Latin, Emeritus

DEPARTMENTAL ADVISING EXPERTS

Kate Birney, *Greek Archaeology*; Christopher Parslow, *Roman Archaeology, Latin, History*; Andrew Szegedy-Maszak, *Classical Civilization, Greek History*; Eirene Visvardi, *Greek*

CLASSICAL CIVILIZATION MAJOR

MAJOR DESCRIPTION

The classical civilization major is designed to provide students with a basic knowledge of at least one ancient language and a comprehensive understanding of Greek and Roman civilization. Since the field of classical studies encompasses many different disciplines, students have the opportunity to adapt the program to their particular interests. Students interested in ancient Mediterranean archaeology may major in classical civilization or in archaeology (see listing for the archaeology program). Because of the heavy language requirement for graduate school admission, however, students interested in graduate work in classics should give serious consideration to the classics major.

ADMISSION TO THE MAJOR

Greek and Latin are integral to the study of the Classical world, so prospective majors in classics (CLAS) or classical civilization (CCIV) are encouraged to begin their study of one or both of those languages early in their careers at Wesleyan or to continue their studies by enrolling in upper-level language classes. Competence in either language through at least the intermediate level is required for completing either a CLAS or a CCIV major. While there are no specific courses required for admission to the major, prospective majors should also plan to take at least one course offered by the department in the history, literature, or art and archaeology of the Greek or Roman world prior to declaring their major to familiarize themselves with the interdisciplinary nature of the field. The department requires that all students seeking admission to the CLAS or CCIV major, as well as those who are majors, maintain at least a B- average in courses taken within the department.

MAJOR REQUIREMENTS

Requirements for the classical civilization major are a minimum of 10 courses in classical civilization, Greek, and Latin, including at least:

- Three language courses numbered 102 or higher.
- One introductory ancient history survey (CCIV231, CCIV232). This requirement should be completed by the end of the junior year.
- One course at any level in material culture.
- Two classical civilization seminars (**CCIV** courses numbered **276-399**). An advanced Greek or Latin course (numbered above **202**) may be substituted for one of the classical civilization seminars.

The first year of Greek or Latin (courses numbered **101** and **102**) may not be counted toward the required minimum of 10 courses, but a full year of the student's second classical language may count as one course toward that minimum.

STUDENT LEARNING GOALS

Classical studies—the study of the civilizations of ancient Greece and Rome—is inherently interdisciplinary, requiring competency not only in Greek and Latin language and literature but also ancient history and science, religion, art, and archaeology. The Classical Studies Department offers two majors, classics and classical civilization, both of which provide the opportunity to study all facets of the ancient world alongside the study of at least one of the classical languages through the intermediate level. The major in classics places more emphasis on literature and textual studies, reading a range of works in poetry, drama, history and philosophy, while the major in classical civilization encourages the parallel exploration of both the literary and archaeological remains of the Greeks and Romans. Through coursework, participation in study abroad, and independent research, majors in both concentrations develop expertise in these five areas, all of which will equip them for a variety of personal and professional pursuits:

- **Linguistic agility.** Reading knowledge of Latin and/or Greek, which confers a deep understanding of language—how it works and how to make it work for us—and an ability to critically analyze texts in a variety of media and genres.
- **Interpretive acumen.** Analytical ability to recognize patterns in texts and artifacts; to filter data to identify key ideas and structures; and to weigh and evaluate differing perspectives.
- **Creativity.** Integrating different categories of evidence (archaeological sciences, cultural studies, language) to ask questions of the past and to use constructive analogy to apply the approaches to classical studies to addressing questions outside the discipline.
- **Effective communication.** Present polished ideas and arguments to different types of audiences, using oral, written, digital, and performative media.
- **Diversity, inclusion, and social justice.** Rich understanding of the historical, material, and physical environment of these two civilizations—and how they interacted with the cultures around them—fosters intercultural awareness and a sympathetic capacity demonstrated in the ability to inhabit multiple perspectives.

STUDY ABROAD

Majors in both classics and classical civilization are encouraged to apply to study abroad, usually in the junior year. Wesleyan's list of approved programs includes two that are particularly appropriate for departmental majors.

In Rome, the Intercollegiate Center for Classical Studies provides regular college credit and the opportunity to study firsthand the monuments and culture of ancient and modern Italy. Students interested in applying to the center are urged to take CCIV232, which is generally offered every other year, and to begin the study of Latin and/or Greek before the year in which they hope to be in Rome, since no first-year Latin or Greek courses are offered at the center. Applicants with a strong background in Greek and/or Latin will have a better chance of admission. Applications for spring term are due in early October and for fall term, in early March.

The College Year in Athens (CYA) program offers either a full year or one semester of study in ancient and modern Greek language, history, art, and archaeology; the program also offers advanced Latin and numerous courses in postclassical and modern Greek culture, politics, and history. CYA has a

rolling admissions policy, but to avoid paying a large deposit with admission, applications must be received by mid-October for spring term and by mid-May for fall term.

Other options are also available. Students should consult with a faculty member well in advance of the term in which they hope to be abroad to discuss credit, the application process, and how their plans will influence their selection of courses at Wesleyan.

On their return to campus after study abroad to study classics, classics and classical civilization majors must take at least one additional language class numbered **201** or higher.

ADVANCED PLACEMENT

Students who receive a 4 or 5 on the Latin Advanced Placement exam may receive one Wesleyan credit after having completed with a passing grade a Latin course at Wesleyan at the level of LAT201 or higher.

PRIZES

The department awards three prizes annually.

Ingraham Prize. The gift of Robert Seney Ingraham, Class of 1888, and his wife, for excellence in New Testament Greek or, in years when a course in that subject is not given, for excellence in a course in Greek elective for juniors and seniors.

Sherman Prize. Established by David Sherman, D.D., Class of 1872, for excellence in classics.

Spinney Prize. The gift of Joseph S. Spinney, trustee 1875–82 and 1888–93, for excellence in Greek. Awarded for the best original essay on some aspect of Greek or Roman civilization.

ADDITIONAL INFORMATION

Notes for both classics and classical civilization majors:

- As a practical matter, students who have had no classical languages before coming to Wesleyan and who wish to major in classics should begin Greek or Latin in their first year or take an intensive summer course before the sophomore year. Students interested in the classical civilization major are also urged to begin language study as soon as possible.
- Students interested in studying at the Intercollegiate Center for Classical Studies in Rome (see above under Study Abroad) should plan to take CCIV232 before the term in which they plan to study abroad.
- Where appropriate, students may ask to have courses in other departments substituted for classical civilization courses.
- Students interested in teaching may have an opportunity to serve as teaching apprentices in introductory Latin or Greek courses.

HONORS

Majors interested in completing a senior thesis for departmental honors should consult with the faculty as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in

the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.

CLASSICS MAJOR

MAJOR DESCRIPTION

A major in classics will concentrate on Greek, Latin, or a combination of both languages. Students considering graduate school in classics should choose the classics major track and are strongly urged to acquire a firm grounding in both languages. It is recommended, though not required, that students considering graduate work in classics learn a modern foreign language (preferably Italian, French, or German) and that they take courses in other subjects related to their particular area of interest (literature, history, philosophy, religion, art, archaeology).

ADMISSION TO THE MAJOR

Greek and Latin are integral to the study of the classical world, so prospective majors in classics (CLAS) or classical civilization (CCIV) are encouraged to begin their study of one or both of those languages early in their careers at Wesleyan or to continue their studies by enrolling in upper-level language classes. Competence in either language through at least the intermediate level is required for completing either a CLAS or a CCIV major. While there are no specific courses required for admission to the major, prospective majors should also plan to take at least one course offered by the department in the history, literature, or art and archaeology of the Greek or Roman world prior to declaring their major to familiarize themselves with the interdisciplinary nature of the field. The department requires that all students seeking admission to the CLAS or CCIV major, as well as those who are majors, maintain at least a B- average in courses taken within the department.

MAJOR REQUIREMENTS

A minimum of 10 courses in Greek, Latin, and classical civilization, including at least:

- Six courses in Greek or Latin beyond the introductory level (courses numbered **201** or higher).
- One introductory ancient history survey (CCIV231; CCIV232). This requirement should be completed by the end of the junior year.
- One classical civilization seminar (**CCIV** courses numbered **276-399**).

The first year of Greek or Latin (courses numbered **101** and **102**) may not be counted toward the required minimum of 10 courses, but a full year of the student's second classical language may count as one course toward that minimum.

STUDENT LEARNING GOALS

Classical studies—the study of the civilizations of ancient Greece and Rome—is inherently interdisciplinary, requiring competency not only in Greek and Latin

language and literature but also ancient history and science, religion, art, and archaeology. The Classical Studies Department offers two majors, classics and classical civilization, both of which provide the opportunity to study all facets of the ancient world alongside the study of at least one of the classical languages through the intermediate level. The major in classics places more emphasis on literature and textual studies, reading a range of works in poetry, drama, history, and philosophy, while the major in classical civilization encourages the parallel exploration of both the literary and archaeological remains of the Greeks and Romans. Through coursework, participation in study abroad, and independent research, majors in both concentrations develop expertise in these five areas, all of which will equip them for a variety of personal and professional pursuits:

- **Linguistic agility.** Reading knowledge of Latin and/or Greek, which confers a deep understanding of language—how it works and how to make it work for us—and an ability to critically analyze texts in a variety of media and genres.
- **Interpretive acumen.** Analytical ability to recognize patterns in texts and artifacts; to filter data to identify key ideas and structures; and to weigh and evaluate differing perspectives.
- **Creativity.** Integrating different categories of evidence (archaeological sciences, cultural studies, language) to ask questions of the past and to use constructive analogy to apply the approaches to classical studies to addressing questions outside the discipline.
- **Effective communication.** Present polished ideas and arguments to different types of audiences, using oral, written, digital, and performative media.
- **Diversity, inclusion, and social justice.** Rich understanding of the historical, material, and physical environment of these two civilizations—and how they interacted with the cultures around them—fosters intercultural awareness and a sympathetic capacity demonstrated in the ability to inhabit multiple perspectives.

STUDY ABROAD

Majors in both classics and classical civilization are encouraged to apply to study abroad, usually in the junior year. Wesleyan's list of approved programs includes two that are particularly appropriate for departmental majors.

In Rome, the Intercollegiate Center for Classical Studies provides regular college credit and the opportunity to study firsthand the monuments and culture of ancient and modern Italy. Students interested in applying to the center are urged to take CCIV232, which is generally offered every other year, and to begin the study of Latin and/or Greek before the year in which they hope to be in Rome, since no first-year Latin or Greek courses are offered at the center. Applicants with a strong background in Greek and/or Latin will have a better chance of admission. Applications for spring term are due in early October and for fall term, in early March.

The College Year in Athens (CYA) program offers either a full year or one semester of study in ancient and modern Greek language, history, art, and archaeology; the program also offers advanced Latin and numerous courses in postclassical and modern Greek culture, politics, and history. CYA has a rolling admissions policy, but to avoid paying a large deposit with admission, applications must be received by mid-October for spring term and by mid-May for fall term.

Other options are also available. Students should consult with a faculty member well in advance of the term in which they hope to be abroad to discuss credit, the application process, and how their plans will influence their selection of courses at Wesleyan.

On their return to campus after study abroad to study classics, classics and classical civilization majors must take at least one additional language class numbered **201** or higher.

ADVANCED PLACEMENT

Students who receive a 4 or 5 on the Latin Advanced Placement exam may receive one Wesleyan credit after having completed with a passing grade a Latin course at Wesleyan at the level of LAT201 or higher.

PRIZES

The department awards three prizes annually:

- **Ingraham Prize.** The gift of Robert Seney Ingraham, Class of 1888, and his wife, for excellence in New Testament Greek or, in years when a course in that subject is not given, for excellence in a course in Greek elective for juniors and seniors.
- **Sherman Prize.** Established by David Sherman, D.D, Class of 1872, for excellence in classics.
- **Spinney Prize.** The gift of Joseph S. Spinney, trustee 1875–82 and 1888–93, for excellence in Greek. Awarded for the best original essay on some aspect of Greek or Roman civilization.

ADDITIONAL INFORMATION

Notes for both classics and classical civilization majors:

- As a practical matter, students who have had no classical languages before coming to Wesleyan and who wish to major in classics should begin Greek or Latin in their first year or take an intensive summer course before the sophomore year. Students interested in the classical civilization major are also urged to begin language study as soon as possible.
- Students interested in studying at the Intercollegiate Center for Classical Studies in Rome (see above under Study Abroad) should plan to take CCIV232 before the term in which they plan to study abroad.
- Where appropriate, students may ask to have courses in other departments substituted for classical civilization courses.
- Students interested in teaching may have an opportunity to serve as teaching apprentices in introductory Latin or Greek courses.

HONORS

Majors interested in completing a senior thesis for departmental honors should consult with the faculty as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.

COLLEGE OF EAST ASIAN STUDIES

The College of East Asian Studies (CEAS) challenges students to understand China, Japan, and Korea through the rigors of language study and the analytical tools of various academic disciplines. This process demands both broad exposure to different subjects and a focused perspective on a particular feature of the East Asian landscape. Japan, China, and Korea are related yet distinctive civilizations. Each has its own traditions and patterns of development. These traditions have played an important role in the development of culture around the globe and remain formative influences today.

Students interested in East Asian studies will be guided by the expectations for liberal learning at Wesleyan and by the CEAS's interdisciplinary approach. Language, premodern history and culture, and the sophomore Proseminar provide the common core of our program. The Proseminar exposes students to a wide variety of intellectual approaches to East Asian studies and thereby provides a foundation for students to focus in more depth in particular areas.

FACULTY

Scott W. Aalgaard

BA, University of Victoria; MA, University of Victoria; MA, University of Chicago; PHD, University of Chicago
Assistant Professor of East Asian Studies

Stephen Angle

BA, Yale University; PHD, University of Michigan
Mansfield Freeman Professor of East Asian Studies; Professor of Philosophy; Professor, East Asian Studies

Hyejoo Back

BS, Busan National University; MED, Busan National University; PHD, SUNY at Albany
Assistant Professor of the Practice, East Asian Studies

Joan Cho

BA, University of Rochester; MA, Harvard University; PHD, Harvard University
Assistant Professor of East Asian Studies; Assistant Professor, Government

Mary Alice Haddad

BA, Amherst College; MA, University of Washington; PHD, University of Washington
Professor of Government; Chair, College of East Asian Studies; Professor, East Asian Studies; Professor, Environmental Studies

William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University
Professor of History; Academic Secretary; Professor, East Asian Studies; Professor, Environmental Studies; Professor, Science in Society

Naho Maruta

MA, University of Wisconsin
Assistant Professor of the Practice, East Asian Studies

Keiji Shinohara

Artist-in-Residence, Art; Artist-in-Residence, East Asian Studies

Ying Jia Tan

BA, University of California, Berkeley; MA, Stanford University; MPHIL, Yale University; PHD, Yale University

Assistant Professor of History; Assistant Professor, East Asian Studies

Ao Wang

BA, Beijing University; MA, Washington University; PHD, Yale University
Assistant Professor of East Asian Studies

Takeshi Watanabe

BA, Yale University; PHD, Yale University
Assistant Professor of East Asian Studies

Xiaomiao Zhu

MA, Wesleyan University
Adjunct Professor of East Asian Studies

AFFILIATED FACULTY

Patrick Dowdey

BA, University of Pennsylvania; MA, University of California LA; PHD, University of California LA

Visiting Scholar in East Asian Studies

Yu-ting Huang

Assistant Professor of East Asian Studies, starting in 2018

Masami Imai

BA, U. of Wisconsin Eau Claire; PHD, University Calif Davis
Professor of Economics; Chair, Economics; Professor, East Asian Studies

Marguerite Nguyen

BA, Duke University; PHD, University of California, Berkeley
Assistant Professor of English; Assistant Professor, East Asian Studies

Jing Zeng

Visiting Scholar in East Asian Studies

Su Zheng

BA, Central Conservatory of Music; MA, New York University; PHD, Wesleyan University

Associate Professor of Music; Associate Professor, East Asian Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

VISITING FACULTY

Miyuki Hatano-Cohen

Visiting Assistant Professor of East Asian Studies

Mengjun Liu

BA, Beijing Normal University; MA, Nanjing Normal University
Visiting Assistant Professor of East Asian Studies

EMERITI

Yoshiko Yokochi Samuel

BA, Aichi Prefectural Women's Coll; MA, Michigan State University; MA, Indiana University Bloomng; PHD, Indiana University Bloomng
Professor of Asian Languages and Literatures, Emerita

Ellen B. Widmer

BA, Wellesley College; MA, Tufts University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Kenan Professor of the Humanities, Emerita and Professor of Asian Languages and Literatures, Emerita

DEPARTMENTAL ADVISING EXPERTS

All program faculty

COLLEGE OF EAST ASIAN STUDIES MAJOR

ADMISSION TO THE MAJOR

Prospective majors are urged to start their language and premodern core courses early in their Wesleyan careers. This will leave more time for study abroad and for more meaningful work in the concentration of the student's choice. To help students chart their way, the college faculty has designed the concentrations listed below. Admission to the college is via application (<http://goo.gl/forms/43KTx0kso>) during the spring semester of a student's first year. Sophomores or above may petition to the CEAS chair for admission; petitions will typically be granted so long as the student has a clear path to completing the major's requirements.

MAJOR REQUIREMENTS

Majoring in the College of East Asian Studies (CEAS) requires seven courses. These include three core courses plus four in a concentration. Other requirements include language courses, study abroad, and a senior capstone project.

Core courses. Each CEAS major is expected to take our interdisciplinary Proseminar (CEAS201) in his or her sophomore year, as well as one survey course on traditional Chinese culture or history and one survey course on traditional Japanese history and culture (these can be taken at any time; a similar course on Korea can be substituted for either of these core survey courses). The goal is to ensure that each CEAS major is firmly anchored in the classical texts and key events that shaped the development of East Asian cultures before the 19th century. Details on the courses that count for the core courses are available at wesleyan.edu/ceas/majoring/core.html (<https://wesleyan.edu/ceas/majoring/core.html>).

Concentrations. Each CEAS major must choose one of the six concentrations listed below. Our goal is to ensure that each major's course of study has methodological coherence in a specific area of study. Course offerings for each concentration may vary in some years according to faculty on campus. Details on the courses that count for the concentrations are available at wesleyan.edu/ceas/majoring/concentrations.html (<https://wesleyan.edu/ceas/majoring/concentrations.html>).

- Art history and art
- History

- Language, literature, and film
- Music
- Philosophy and religion
- Political economy

STUDENT LEARNING GOALS

The College of East Asian Studies (CEAS) has two mutually reinforcing core missions: to cultivate an outstanding group of students with strong language abilities, wide-ranging knowledge about East Asia, and an area of particular expertise; and to promote knowledge of and engagement with the histories, cultures, and contemporary significances of East Asia across the campus, curriculum, and broader community.

STUDY ABROAD

All CEAS majors are required to study abroad to develop their language competency and acquire a more concrete grasp of a specific East Asian cultural context. This requirement may be fulfilled through a semester or one year in an approved program.

For more information, see wesleyan.edu/ceas/majoring/studyabroad.html (<https://wesleyan.edu/ceas/majoring/studyabroad.html>).

Questions about study abroad should be addressed to Prof. Xiaomiao Zhu (China), Prof. Naho Maruta (Japan), or Prof. Hyejoo Back (Korea).

LANGUAGE REQUIREMENT

CEAS majors are expected to reach a minimum of advanced-level (third year) competency in Chinese, Japanese, or Korean. Majors who are native speakers of Chinese, Japanese, or Korean are expected to study another East Asian language. All students need to maintain a grade of B or above by the time they reach advanced-level competency. All students must take a minimum of four semesters of East Asian language courses; this may mean being required to take language classes beyond the advanced level. Evaluation of an individual student's language competence will be undertaken by the relevant language coordinator, who will also determine how language courses not taken at Wesleyan count toward this requirement.

Questions about Chinese should be addressed to the Chinese language and cocurriculum coordinator, Prof. Xiaomiao Zhu. Questions about Japanese should be addressed to the Japanese language and cocurriculum coordinator, Prof. Naho Maruta. Questions about Korean should be addressed to the Korean language and cocurriculum coordinator, Prof. Hyejoo Back.

CAPSTONE EXPERIENCE

All majors must complete a written or (with approval) creative project during their senior year. This should involve the use of East Asian language materials to the extent that the student's preparation permits. There are several ways in which this requirement can be fulfilled:

- Write a substantial essay, focusing on East Asia, as assigned in a regular class. The instructor must approve of this project and may suggest revisions as needed. Similarly, faculty approval is required also for a creative project

done in the context of a class or as a tutorial. If the class instructor is not a CEAS faculty member, the essay or the creative arts project must be approved by the student's CEAS advisor. Please note that this class can simultaneously fulfill other requirements.

- Write a one-semester senior essay in a tutorial, preferably given by a CEAS faculty member. The tutorial may be for a full credit or for 0.5 credit.
- Write a senior thesis, typically in a two-semester tutorial with a CEAS faculty member.
- Furthermore, each student will be expected to present his or her research at a poster presentation toward the end of the spring semester of the senior year. This presentation is in addition to and apart from the actual research project.

COLLEGE OF EAST ASIAN STUDIES MINOR

ADMISSION TO THE MINOR

Upon completion of any College of East Asian Studies (CEAS) course, students may apply to enter the CEAS minor. Students must fill out an online application (<https://docs.google.com/a/wesleyan.edu/forms/d/e/1FAIpQLScnBK33CD9ypUTFW9uBS6rOubPLYd69FFpJ4yVxaExlq4Jgdg/viewform?c=0&w=1>) and then submit a minor declaration via the Minor Declaration Tool in the electronic portfolio.

MINOR REQUIREMENTS

The minor requires completion of any five CEAS courses and intermediate-level competence in Chinese, Japanese, or Korean.

No more than two of the five courses may be language courses. No more than two of the five courses can be performance or studio art courses. No more than one of the five courses can be a study abroad course.

The rule that no more than two of the five courses can be language courses means that students beginning their Chinese, Japanese, or Korean language study at Wesleyan may have to take as many as seven courses to fulfill the minor (because four courses would be required to reach intermediate competence, but only two will count toward the minor).

Note that while the CEAS major requires that native speakers of a Chinese, Japanese, or Korean language must study a different Chinese, Japanese, or Korean language, that does not apply to the minor, so a native speaker of Korean, for example, can pass the intermediate competence standard without taking any languages classes and simply take any five CEAS classes. To graduate with a minor in CEAS, seniors must complete their minor certification form in their portfolio.

COLLEGE OF FILM AND THE MOVING IMAGE

The College of Film and the Moving Image explores the motion picture in a unified manner, combining the liberal arts tradition of cultural, historical, and formal analysis with filmmaking at beginning and advanced levels. The department offers a major and a minor.

FACULTY

Jeanine D. Basinger

BS, South Dakota St University; MS, South Dakota St University
Corwin-Fuller Professor of Film Studies; Professor of Film Studies; Curator, Cinema Archives

Stephen Edward Collins

BA, Wesleyan University; MFA, University of Texas Austin
Associate Professor of Film Studies

Lisa A. Dombrowski

BA, Wesleyan University; MA, University of Wisconsin; PHD, University of Wisconsin
Associate Professor of Film Studies

Scott Higgins

BA, Oakland University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Charles W. Fries Professor of Film Studies; Professor of Film Studies; Chair, Film Studies; Curator of the Wesleyan Cinema Archives

Leo A. Lensing

BA, University of Notre Dame; MA, Cornell University; MAA, Wesleyan University; PHD, Cornell University
Professor of Film Studies; Professor, German Studies

Marc Robert Longenecker

BA, Wesleyan University; MA, Wesleyan University
Assistant Professor of the Practice, Film Studies

Michael James Slowik

BA, Wesleyan University; MA, University of Chicago; MA, University of Iowa; PHD, University of Iowa
Assistant Professor of Film Studies

AFFILIATED FACULTY

Amanda Palmer

Visiting Artist-at-Large

VISITING FACULTY

Cruz Joel Angeles

BA, University of California, Berkeley; MFA, New York University
Visiting Assistant Professor of Film Studies

Joe Cacaci

BA, Manhattan College; MA, Emerson College

Visiting Associate Professor of Film Studies

Richard Parkin

BA, University of California, Berkeley; MFA, University of California LA
Visiting Assistant Professor of Film Studies

Michael Pope

Visiting Filmmaker

Swapnil Rai

BA, University of Delhi; MA, Jawaharlal Nehru University; MA, Southern Methodist University; PHD, University of Texas Austin
Visiting Assistant Professor of Film Studies

Mirko Rucnov

BA, University Nevada Las Vegas; MFA, Columbia University
Visiting Assistant Professor of Film Studies

Anthony O. Scott

BA, Harvard University; MA, Johns Hopkins University
Distinguished Professor of Film Criticism

Sadia Dana Shepard

BA, Wesleyan University; MA, Stanford University; MFA, Hunter College
Visiting Assistant Professor of Film Studies

DEPARTMENTAL ADVISING EXPERTS

Jeanine Basinger, Stephen Collins, Lisa Dombrowski, Scott Higgins

FILM STUDIES MAJOR

ADMISSION TO THE MAJOR

The requirements for admission include a minimum overall academic average of B (85.0) and the successful completion by the middle of the sophomore year of two designated entry-level courses with a grade of B+ or better in each. Entry to the major is possible only after completion of these two courses and application to the film major. To apply, students must meet with the department chair by the first semester of their sophomore year and place their names on the list of potential majors. Students on this list will receive an application form. Students who do not meet with the department chair will not receive an application or be considered for the major. Film studies faculty will evaluate applications based on performance in film studies classes (including but not limited to grades) and any other factors deemed pertinent.

Because of the prerequisites and major requirements, **students transferring to Wesleyan after their first semester sophomore year are not able to declare the film studies major.**

MAJOR REQUIREMENTS

- All students **must take two designated prerequisite courses** and earn a grade of B+ or better in each to be eligible for the major.

- After entry to the major, students **must take the required production course**.
- Students **must also take a minimum of six film studies electives**.
- Students may count a maximum of 16 credits in any single department toward the 32 credits required for graduation. Credits that exceed this limit will count as oversubscription.

ADDITIONAL OPTIONS

Selection of options is dependent upon students not exceeding 16 total film credits (the maximum allowed in any department by the University prior to oversubscription).

- Students have the **OPTION to take two senior theses courses for an honors project** (one in fall, one in spring).
- Students have the **OPTION to take up to three additional film/digital production courses**. (Note that a senior thesis film counts as two additional production courses.)
- Students have the **OPTION to take up to three additional screenwriting/television writing courses**. (Note that a senior thesis screenplay/teleplay counts as two screenwriting/television writing courses.)
- Note that **OPTIONAL COURSES** count toward graduation but not toward fulfillment of the major.

Please see our departmental website for further information regarding the specifics of our major (wesleyan.edu/filmstudies/ (<https://wesleyan.edu/filmstudies/>)).

Please be aware that cross-listed courses must be counted in all departments in which they are listed.

Course offerings vary from year to year and not all courses are available in every year. With prior approval by the department chair, one history/theory course from another institution may be transferred to the Wesleyan major. The department does not offer group or individual tutorials other than senior thesis projects, but uncredited opportunities to work on individual senior films are available. Consult the chair of film studies for further details. The Film Studies Department does not offer credit for internships.

Students may become involved in film studies in ways other than class enrollment. The College of Film and the Moving Image houses the Wesleyan Cinema Archives. The Film Board (composed of Wesleyan students) runs the Wesleyan Film Series. The College of Film also hosts the Wesleyan Freshman/Sophomore Filmmaking Club.

PREREQUISITE CLASSES

FILM304	History of World Cinema to the 1960s	1
FILM307	The Language of Hollywood: Styles, Storytelling, and Technology	1

REQUIRED COURSES AFTER ENTRY INTO THE MAJOR

FILM450	Sight and Sound Workshop (in junior year)	1
	A department-designated seminar during senior year or a senior thesis project	1

REQUIRED FILM STUDIES ELECTIVES

Select a minimum of six of the following: 6		
FILM301	The History of Spanish Cinema	
FILM309	Film Noir	

FILM314	Directorial Style: Classic American Film Comedy
FILM315	Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture
FILM319	Television Storytelling: The Conditions of Narrative Complexity
FILM320	The New German Cinema
FILM322	Alfred Hitchcock
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers
FILM330	The Art and Business of Contemporary Film
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design
FILM342	Cinema of Adventure and Action
FILM343	The History of the American Film Industry in the Studio Era
FILM346	Contemporary East Asian Cinema
FILM347	Melodrama and the Woman's Picture
FILM348	Postwar American Independent Cinema
FILM350	Contemporary International Art Cinema
FILM352	From Caligari to Hitler: Weimar Cinema in Context
FILM355	Newest German (and Austrian) Cinema
FILM360	Philosophy and the Movies: The Past on Film
FILM366	Elia Kazan's Films and Archives
FILM367	Frank Capra's Films and Archives
FILM368	Using the Moving Image Archive
FILM370	The Art of Film Criticism
FILM381	Martin Scorsese
FILM385	The Documentary Film
FILM386	The Long and the Short: Fritz Lang in Berlin and Hollywood
FILM387	Seminar on Television Series and Aesthetics
FILM388	Advanced Global Film Auteurs
FILM389	Film Genres: The Western
FILM390	History of Film Sound

OPTIONAL FILM/DIGITAL PRODUCTION COURSES

Select a maximum of three of the following: 3

FILM441	Video Art
FILM418	Documentary Filmmaking for Majors and Minors
FILM456	Advanced Filmmaking (Fall - must be taken with FILM457)
FILM457	Advanced Filmmaking (Spring - must be taken with FILM456)

OPTIONAL FILM/TELEVISION WRITING COURSES

Select a maximum of three of the following: 3

FILM409	Senior Thesis Tutorial (Fall - must be taken with FILM410)
FILM410	Senior Thesis Tutorial (Spring - must be taken with FILM409)
FILM452	Writing About Film
FILM454	Screenwriting

FILM455	Writing for Television
FILM458	Visual Storytelling: Screenwriting
FILM460	Scripting Series for the Small Screen

Note: The oversubscription rule limits students to a maximum of 16 credits in a single department before oversubscription occurs, at which point further credits earned in the department cannot count toward the 32 credits required for graduation.

STUDENT LEARNING GOALS

The College of Film and the Moving Image (CFILM) encompasses the Film Studies Department, the Center for Film Studies, the Student Film Series, and the Wesleyan Cinema Archives. The College approaches the moving image as an art in all its various forms, whether fiction, documentary, experimental, live-action, or animated, and in all its various venues, whether in cinemas, on television, in galleries, on the Internet, or on consumer/home formats. The College is designed specifically for liberal arts undergraduates who benefit most from the marriage of image making, history, and studies.

MISSION OF THE FILM MAJOR

The mission of the film studies major is to deliver the finest undergraduate film, television, and media education through our distinctive blending of history, analysis, and production. The major explores moving image art by looking at what is on screen using the language of filmmakers. We highlight Hollywood studio-era cinema as both the foundation and pinnacle of visual storytelling. Our emphasis is firmly on cinema as an audience-centered artistic practice. We consider the creation and analysis of the moving image to represent compatible reverse processes—creator to film to audience, or audience to film to creator. No matter the level of the course or the nature of the discussion, we maintain a direct route from our intellectual activity to filmmakers' choices and audience experiences. In contrast to graduate programs, which separate practice from study or teach methods of scholarship, we teach about the films themselves in a jargon-free classroom.

MISSION OF THE FILM MINOR

The film studies minor offers the same fundamental orientation as the major, but in a more flexible format that accommodates different course clusters. Its mission is to deliver a substantial and encompassing curriculum in film and media studies through an interdisciplinary approach that highlights international culture.

OUR PEDAGOGICAL GOALS

Our broad goal is to foster the critical understanding of cinema and television as art forms. To all students, both general education and majors, we offer a **unified perspective** that enables students to think critically about form and the choices that visual storytellers must face. This orientation toward intensive aesthetic analysis is unique in undergraduate film and media programs. No other liberal arts film program features such a broad and deep background in analysis and history coupled with sensitivity to film's immediate and intimate relationship with audiences.

Our majors develop a critical and creative approach to the medium based on a strong visual vocabulary, extensive viewing, and a grasp of film production. **Production and studies are mutually reinforcing in this environment.** Our 16mm and digital production courses facilitate deeper comprehension of film and television's formal complexities and demand a higher level of critical and analytical thinking. Likewise, students steeped in history and analysis bring

a robust visual vocabulary and awareness of formal problem-solving to the tasks of filmmaking. Upon graduation, majors know how to make a movie; are experienced in all forms of film and television writing; understand film history; can offer original solutions to artistic problems; and are capable of extending our knowledge of cinema.

Our major demands and rewards **original critical thinking**. We believe that true learning involves synthesis, discovery, and original thought. Our students must face the challenge of defining and resolving artistic, historical, and analytical problems on their own, while also learning to work in collaboration. We encourage students to develop a personal vision, take risks, problem solve, and learn from failure as well as success.

FILM STUDIES MINOR

ADMISSION TO THE MINOR

The department offers a six-course minor that provides an opportunity for you to participate in our basic introductory courses and a selection from a large group of cross-listed courses, as well as a group of courses that we have not yet cross-listed. You can link your film minor to your primary major or pursue an entirely new area. For instance, you might focus on various cluster groups if so desired: television, cultural and media studies, international or global cinema, German cinema, Asian cinema, or writing for film and/or television and the media.

In accordance with the University guidelines, students minoring in film studies must complete six courses for a grade (no pass/fail) and achieve a B average. Tutorials, education in the field, and student forums do not count toward the minor.

Before becoming eligible for the minor, you must complete FILM307 with a grade of B or better, which would then count toward fulfillment of the minor and activate a minor course registration chart with the department (see department administrative assistant). Transfer courses cannot be used as a prerequisite, nor can they count toward fulfillment. After acceptance into the minor, you may submit courses taken overseas or at other universities to be considered on a case-by-case basis for credit.

MINOR REQUIREMENTS

FILM307 should be taken during the first or sophomore year. Students must meet with the minor administrator, Logan Ludwig (lludwig@wesleyan.edu), to declare the minor. After that, they may choose as convenient to complete the five additional courses before graduation.

Naturally, all course selections are subject to prerequisites from other departments, as well as enrollment restrictions, but with such a wide list of choices (and the list grows each year), there should be no problem in finding five classes.

COURSES

The list of courses currently recognized as part of the film studies minor includes. (Please note that not all courses will be available every semester.)

FILM288	Global Film Auteurs	1
FILM301	The History of Spanish Cinema	1

FILM304	History of World Cinema to the 1960s	1
FILM310	Introduction to Film Analysis	1
FILM311	Israel in Therapy: Society Under the Influence of TV Series	1
FILM315	Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1
FILM320	The New German Cinema	1
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	1
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	1
FILM349	Television: The Domestic Medium	1
FILM352	From Caligari to Hitler: Weimar Cinema in Context	1
FILM355	Newest German (and Austrian) Cinema	1
FILM360	Philosophy and the Movies: The Past on Film	1
FILM362	Television Storytelling: Consuming Darkness	1
FILM385	The Documentary Film	1
FILM388	Advanced Global Film Auteurs	1
FILM418	Documentary Filmmaking for Majors and Minors	1
FILM441	Video Art	1
FILM451	Introduction to Digital Filmmaking	1
FILM452	Writing About Film	1
FILM454	Screenwriting	1
FILM455	Writing for Television	1
FILM458	Visual Storytelling: Screenwriting	1
FILM459	Writing for Television II	1
AFAM274	Reel Black: African American Life in Film	1
CEAS202	Japanese Horror Fiction and Film	1
CEAS232	Introduction to Chinese Film	1
CJST236	Revival of the Israeli Cinema	1
FIST233	Modern Italy on the Silver Screen: 1960--2015	1
GOVT387	Foreign Policy at the Movies	1
RUSS234	Woody Allen and the Russian Novel	1
SPAN280	Screening Youth in Contemporary Latin American Cinema	1

COLLEGE OF INTEGRATIVE SCIENCES

The College of Integrative Sciences (CIS) aims to equip students with the creative and quantitative skills needed to address current and emerging global challenges in science and technology. These challenges are multifaceted, requiring problem-solving approaches that integrate expertise from multiple perspectives.

The CIS promotes an interdisciplinary and integrative approach to scholarship and learning across mathematics and the life, physical, and behavioral sciences. By encouraging creative synergies among faculty and students of disparate disciplines, the CIS academic structure complements existing departments and has the flexibility to evolve with the needs of an ever-changing world.

Research is key to the CIS. With a faculty mentor, student researchers pursue inquiry-based learning that explores open questions and provides new perspectives. They develop the necessary problem-solving skills and build expertise at the frontiers of science. Through research, students are transformed from consumers into creators of knowledge.

Students interested in the CIS are advised to follow a course of study that emphasizes a core science background, achieved by pursuing a major in one of the departments or programs in natural science and mathematics (NSM). The linked major offered by the CIS combines the intellectual depth in one area (the major) with breadth achieved through courses and research in the linked major.

FACULTY

Manju Hingorani

BS, University of Bombay; PHD, Ohio State University
Professor of Molecular Biology and Biochemistry; Chair, Molecular Biology and Biochemistry; Professor, Integrative Sciences

Barbara Jean Juhasz

BA, Binghamton University; MA, University Mass Amherst; PHD, University of Massachusetts Amherst
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

Daniel Krizanc

BS, University of Toronto; PHD, Harvard University
Professor of Computer Science; Vice-Chair, Mathematics and Computer Science; Professor, Integrative Sciences; Professor, Environmental Studies

Daniel Moller

Assistant Professor of the Practice, College of Integrative Science

Edward C. Moran

BS, Pennsylvania State University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Professor of Astronomy; Director, Van Vleck Observatory; Professor, Integrative Sciences

Ishita Mukerji

AB, Bryn Mawr College; PHD, University of California, Berkeley
Fisk Professor of Natural Science; Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

Michelle Louise Personick

BA, Middlebury College; PHD, Northwestern University

Assistant Professor of Chemistry; Assistant Professor, Integrative Sciences

Dana Royer

BA, University of Pennsylvania; PHD, Yale University
Professor of Earth and Environmental Sciences; Chair, Earth and Environmental Sciences; Professor, Integrative Sciences; Professor, Environmental Studies

Francis W. Starr

BS, Carnegie Mellon University; MS, Boston University; PHD, Boston University
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AFFILIATED FACULTY

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VISITING FACULTY

John Richard Cooley

BA, Yale University; MBA, University of Connecticut; MS, University of Michigan; PHD, University of Michigan
Visiting Assistant Professor of Integrative Sciences

COLLEGE OF INTEGRATIVE SCIENCES MAJOR

ADMISSION TO THE MAJOR

Students must apply for admission to the College of Integrative Sciences (CIS). Students must download and complete application materials (<http://www.wesleyan.edu/cis/application-wesfiles.html>), which include:

- A description of the proposed research activity
- A letter of reference from the proposed faculty mentor, as well as a second letter from another reference

Normally, the deadline for applications is the Friday immediately prior to spring break. Please allow time to prepare your project description prior to the application deadline.

Students are eligible for the CIS Linked Major if they have chosen an NSM major and enrolled in at least one semester of the Research Frontiers Seminar (CIS221 or CIS222). Students should have an interest in interdisciplinary research.

MAJOR REQUIREMENTS

In addition to majoring in one department or program in NSM, students in the CIS take the following courses for a minimum of six and a maximum of nine credits.

OUTLINE OF THE LINKED MAJOR

- **CIS221/CIS222 (.5 credits/semester).** This is a sophomore-level course designed to introduce students to ongoing research projects in the NSM division. All students interested in applying to the college are required to attend the course for at least one semester. The course involves weekly visits from different faculty members and their students from across the division to discuss their research programs. Potential CIS students are encouraged to take the course during their entire sophomore year to get exposure to the variety of research conducted in the NSM division.
- **Two upper-level electives (2 credits).** Upper-level courses should provide core-skills from a discipline outside the primary major. Accordingly, these courses are typically hosted by a department other than the student's foundational major. The course catalog contains a list of courses identified as interdisciplinary and appropriate for the college. Courses not on this list may potentially be used to fulfill elective requirements, based on consultation with the CIS academic advisor. In general, the specific electives used to fulfill this requirement must be determined in consultation with a student's CIS linked-major advisor.
- **Two semesters of a journal club or seminar (.5–1 credit).** The two journal clubs/seminar series must be in different disciplines. CIS221/CIS222 cannot be used to fulfill this requirement.
- **Senior capstone colloquium (.5 credits).** Two semesters of the capstone colloquium are required. In this course, senior CIS fellows present their research to their peers/junior CIS fellows.
- **Research (2–4 credits).** Research credits normally come by enrolling in Advanced Research Seminar or Senior Thesis Tutorial. Two credits of research is the minimum requirement. Four research credits are achieved by taking research for a full credit each semester in the junior year and the senior year. Students are strongly encouraged to write a thesis based on their research during their senior year. In unusual cases, the two-credit minimum can also be satisfied through (paid) credits for summer research.
- **One summer research experience.** All students are required to spend at least one summer performing research, preferably the summer after their sophomore year, immediately following acceptance to the college. Students are supported during the summer by a CIS fellowship (unless doing the research for credit).

COLLEGE OF LETTERS

The College of Letters (COL) is a three-year interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students participate as a cohort in a series of five colloquia in which they read and discuss (in English) major literary, philosophical, and historical texts and concepts drawn from the three disciplinary fields, and also from monotheistic religious traditions. Majors are invited to think critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by those texts. Majors also become proficient in a foreign language and study abroad to deepen their knowledge of another culture. As a unique college within the University, the COL has its own library and workspace where students can study together, attend talks, and meet informally with their professors, whose offices surround the library.

FACULTY

Joseph J. Fitzpatrick

BA, Harvard University; PHD, Duke University
Assistant Professor of the Practice, College of Letters

Tushar Irani

BA, Colgate University; PHD, Northwestern University
Associate Professor of Philosophy; Associate Professor of Letters

Ethan Kleinberg

BA, University of California, Berkeley; MA, University of California LA; PHD, University of California LA
Professor of History; Professor of Letters; Director, Center for the Humanities; Executive Editor, History and Theory

Typhaine Leservot

BA, University of Caen; MA, University of North Carolina at Chapel Hill; PHD, University of North Carolina at Chapel Hill
Associate Professor of Letters; Associate Professor of French; Chair, Romance Languages and Literatures

Ulrich Plass

MA, University of Michigan; PHD, New York University
Professor of German Studies; Professor, Letters

Gabrielle Piedad Ponce-Hegenauer

BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University
Assistant Professor of Letters

Daniel Smyth

BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Assistant Professor of Letters

Jesse Wayne Torgerson

BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

Khachig Tölölyan

BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University

Professor of Letters; Professor of English; Editor, *Diaspora*; Professor, German Studies

Kari Weil

BA, Cornell University; MA, Princeton University; PHD, Princeton University
University Professor of Letters; Chair, College of Letters

VISITING FACULTY

Charles Barber

BA, Harvard University; MFA, Columbia University
Visiting Assistant Professor of Letters

Samuel J Garcia

BA, St. John's College; MT, Harvard University; PHD, Yale University
Visiting Assistant Professor of Letters

EMERITI

Howard I. Needler

BA, Oxford University; BS, Yale University; MA, Oxford University; PHD, Columbia University
Professor of Letters, Emeritus

Laurie Nussdorfer

BA, Yale University; MA, Princeton University; MSC, London School of Economics and Political Science; PHD, Princeton University
William Armstrong Professor of History, Emerita; Professor of Letters, Emerita

Paul Schwaber

BA, Wesleyan University; MA, University of California, Berkeley; PHD, Columbia University
Professor of Letters, Emeritus

DEPARTMENTAL ADVISING EXPERTS

Tushar Irani; Typhaine Leservot; Ethan Kleinberg; Ulrich Plass; Gabrielle Piedad Ponce-Hegenauer, Khachig Tölölyan; Jesse Torgerson; Kari Weil

COLLEGE OF LETTERS MAJOR

ADMISSION TO THE MAJOR

Students wishing to major in the College of Letters (COL) must submit an application in the spring semester of their first year, immediately after spring break. Sophomore transfer students may apply before or during orientation. Applicants must show that they will have the level of proficiency in a foreign language that is required by the study abroad program they plan to pursue. Application forms and information can be found on the COL website under "Apply to the Major" (wesleyan.edu/col/apply.html (<https://wesleyan.edu/col/apply.html>)).

MAJOR REQUIREMENTS

The program consists of five components and leads to eleven course credits:

- Five colloquia designed to acquaint students with works of predominantly European literature, history, and philosophy in (respectively)
 - The ancient world
 - The Middle Ages and Renaissance
 - The early modern period (16th–18th centuries)
 - The 19th century
 - The 20th–21st century
- Four electives. The minimum required is one in history, one in philosophy, one in literature/representation, and one in the major's target foreign language-literature. These specialized seminars allow students to shape their COL major around a particular interest.
- Study abroad, in the spring semester of the sophomore year (or in certain situations, in the summer following sophomore year), usually in Europe, Israel, or in another country (if approved by the director of the COL) where the major's selected foreign language is spoken.
- One comprehensive examination in April/May of the junior year, covering the texts read in the first three colloquia.
- One senior thesis or essay, whose topic can be chosen from a very wide range of disciplines. This work, along with the specialized seminars, allows COL students to further shape their major along their own interests.

In all these contexts, much emphasis is put on the development of skills in writing, speaking, and analytical argument. Students are encouraged to take intellectual risks, and for this reason letter grades are not given in courses taken for COL major credit; also, COL seminars generally require papers rather than final examinations. Instead of giving grades, tutors write detailed evaluations of their students' work at the end of each semester, and these are kept on record (and discussed with each student upon request). Our general goal is cultivation of "the educated imagination."

STUDENT LEARNING GOALS

The College of Letters (COL) is a three-year, interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students learn how to think and write critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by them.

Through a required sequence of five colloquia in antiquity, the Middle Ages, the Early Modern period, the 19th and then the 20th and 21st centuries, students learn about the emergence of the constitutive idea of Europe out of Jerusalem, Athens, and Rome, and Europe's changing identity and cultures over the ages. Over these three years, students also learn about the emergence and change of the disciplines as well as the forms of argumentation associated with each. Collaborative team-teaching in the first three colloquia fosters this pedagogical goal, ensuring that distinct disciplinary perspectives are both represented in conversation and in the classroom. Finally, majors become proficient in a foreign language through study abroad, where they also deepen their knowledge of another culture.

Assessment of these goals takes place continuously over the three years of the major. In lieu of grades, students receive lengthy written evaluations for each of their COL courses, which address both written work and class participation.

Study abroad is required in the second semester of the sophomore year, and in order to be accepted for the program of their choosing, students must prove that they have acquired the necessary level of language proficiency. When abroad they take courses taught in the foreign language and when they return they must continue to maintain proficiency by taking at least one upper-level seminar in that language. Toward the end of their junior year, majors take comprehensive examinations that are planned, administered, and graded by two external examiners, representing different disciplines and with specializations in different time periods. The written portion of the comprehensive exam tests knowledge of the material covered in the first three colloquia and evaluates the students' ability to analyze and draw from a variety of sources in order to develop and support coherent, integrative, and interdisciplinary arguments about them. The oral portion of the exam tests the students' ability to orally defend and/or expand their arguments in a face-to-face conversation. In keeping with the COL's preference for evaluations over grades, the examiners' grading scale of Credit, Honors, and High Honors accompanies a detailed written evaluation of the student's work on both parts of the exam. During the senior year, students must complete an honors project in their choice of disciplines and media. Senior theses (taking place over two semesters) are evaluated by two professors who are not the student's advisor, in order to assure an objective assessment. One of the two evaluators is always a non-COL professor. Honors essays (over one semester) require one evaluating professor who is not the advisor.

By virtue of the Junior Comprehensive Examinations, the COL also undergoes its own yearly self evaluation. The evaluations written for each student by the external examiners are also made available to the COL director, who looks to see if there is a trend in the overall strengths and weaknesses among the students. In addition, the examiners are asked to give their assessment of the entire COL program, first in a meeting with us and then in a letter that they may write together or individually. These assessments are shared with the department as a whole and any suggestions for changes to the program or the teaching are taken seriously. Indeed, it is because of these yearly assessments that we have made significant changes in our curriculum and, most notably, in the sequence of the colloquia.

ADDITIONAL INFORMATION

Life in COL. The College of Letters attempts to integrate the social and intellectual lives of its members by inviting guest lecturers and by providing opportunities for students and faculty to meet such guests (and one another) informally. There are also regular informal social gatherings in the College of Letters library. The structure of the College of Letters and the smallness of its classes bring about a close rapport between tutors and students and a lively and continuing dialogue among students of different classes.

After graduation. The academic standards of the College of Letters are reflected in the fact that its graduates have consistently entered the best graduate and professional schools, including schools of law, medicine, and business administration, as well as communications and the liberal arts. They also have won national fellowships and scholarships.

COLLEGE OF SOCIAL STUDIES

The College of Social Studies (CSS) offers a distinctive blend of teaching methods, subject matter, and educational structure. Its collegial organization combines tutorials and courses in social theory within the college with individually selected courses from other departments and programs in the University to achieve an integrated education in the social sciences. Founded in 1959, the CSS has provided an unusual educational opportunity for many Wesleyan students whose careers upon graduation have ranged from medicine to law, forestry to college teaching, international business to screenwriting.

FACULTY

Richard P. Adelstein

BS, Massachusetts Institute of Technology; JD, University of Pennsylvania; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pennsylvania Woodhouse/Sysco Professor of Economics; Professor of Economics; Tutor, College of Social Studies

John P. Bonin

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DEPARTMENTAL ADVISING EXPERTS

Giulio Gallarotti; Cecilia Miller

COLLEGE OF SOCIAL STUDIES MAJOR

ADMISSION TO THE MAJOR

Interested students apply for admission to CSS during the spring of their first year. Each applicant is interviewed by a team consisting of a CSS tutor and usually two current CSS students. All CSS majors must complete the economics prerequisite either by taking ECON101 and achieving a grade of CR or a letter

grade of at least C- or by taking ECON110 (for which a full-year of college-level calculus is required) and achieving a grade of CR or a letter grade of at least C-. Students are well-advised to have this required course work behind them before entering the CSS. However, some students who have not completed the economics prerequisite are admitted each year on the condition that they must complete the prerequisite in the fall term of the sophomore year. A student who has taken an introductory economics course in the first year but has not achieved a grade of C- or higher (or CR) must take another economics course, which will normally be a 200-level elective, and achieve a grade of CR. A score of 4 or 5 on the AP exams in both microeconomics and macroeconomics or a score of 5 or higher on the IB exam in economics is sufficient to satisfy the prerequisite. Failure to complete the economics prerequisite by the end of the fall term in the sophomore year will result in separation from the CSS.

MAJOR REQUIREMENTS

Sophomore year. There are no letter grades in the sophomore year. At the heart of the program in the sophomore year are the weekly tutorial and tutorial essay that are designed to develop conceptual and analytic skills as well as precision in writing and argument. The academic year is composed of three trimesters of eight weeks each, and each student takes a trimester tutorial in history, government, and economics. Due to their intensive nature, tutorials account for more than half of the student's academic work during the year. A semester-length colloquium in social theory in the fall and selected courses within and outside the social sciences complete the sophomore program. Comprehensive examinations, administered by external examiners at the end of the sophomore year, produce the only official grade for sophomores.

Junior year. The second semester of the junior year involves a philosophy colloquium on the modes of inquiry in the social sciences and a sequence of two seven-week tutorials building on the sophomore tutorials, each carrying one course credit. Students will also take several of their elective courses in the three CSS disciplines to enhance their research skills and the ability to accomplish major writing projects in the social sciences. Juniors also have the option of studying abroad in their first semester.

Senior year. In addition to a CSS Senior Colloquium in the first semester, the senior year requires completion of a substantial piece of written work. This requirement can be fulfilled by either an honors thesis (two semesters) or a senior essay (one semester). In all cases it is a sustained and serious investigation of an intellectual problem.

GENERAL EDUCATION

Completion of the University's General Education Expectations at both stages I and II is also required of CSS majors, although majors have until the end of the junior year to complete stage I expectations.

STUDENT LEARNING GOALS

CSS Learning Goals:

- Critical Thinking
- Creative Thinking
- Markedly improved reading skills
- Ability to write an argumentative, high-quality academic paper
- Expertise in participation, debate, and discussion, in a respectful manner, in the classroom

- Learning how to work with professors in order to improve written work
- Ease in conversation—about academic subjects and current events—in informal settings as well

ADDITIONAL INFORMATION

The CSS Lounge, the CSS Library, the CSS Seminar Rooms, and the CSS Office reinforce the collegial atmosphere of the CSS. Social events such as Monday luncheons, Friday post-tutorial social hours, as well as semester banquets and occasional lectures, are regular features of college life, as are informal talks and discussions.

CAPSTONE EXPERIENCE

CSS students complete one of the following during their senior year:

- Senior honors thesis (two semesters)
- Senior essay (one semester)

COLLEGE OF THE ENVIRONMENT

The linked-major program in environmental studies (ENVS) is the secondary major to a primary major. Students cannot obtain the BA degree with ENVS as their only major. Students must complete all the requirements for graduation from their primary major in addition to those of ENVS as their linked major. Each student will work closely with an ENVS advisor to develop an individual course of study. ENVS requires an introductory course, the sophomore seminar, six elective courses, senior colloquium, and a senior capstone project (thesis, essay, performance, etc.) on an environmental topic that is researched, mentored, and credited in the primary major program. In addition, students must take one course in any subject that fulfills the writing essential capability.

FACULTY

Barry Chernoff

BS, SUNY at Stony Brook; MS, Adelphi University; PHD, University of Michigan
Robert Schumann Professor of Environmental Studies; Professor of Earth and Environmental Sciences; Professor of Biology; Chair, Environmental Studies Program; Director, College of the Environment; Professor, Environmental Studies

Frederick M. Cohan

BS, Stanford University; PHD, Harvard University
Professor of Biology; Professor, Environmental Studies; Professor, Integrative Sciences

Marc A. Eisner

BA, University of Wisconsin; MA, Marquette University; MBA, University of Connecticut; PHD, University of Wisconsin
Dean of the Social Sciences; Henry Merritt Wriston Chair in Public Policy; Professor of Government; Professor, Environmental Studies

Paul Hilding Erickson

BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Environmental Studies

Courtney Fullilove

BA, Columbia University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Associate Professor of History; Associate Professor, Environmental Studies; Associate Professor, Science in Society

Giulio Gallarotti

BA, Hunter College; PHD, Columbia University
Professor of Government; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Environmental Studies

Mary Alice Haddad

BA, Amherst College; MA, University of Washington; PHD, University of Washington
Professor of Government; Chair, College of East Asian Studies; Professor, East Asian Studies; Professor, Environmental Studies

Elijah Huger

BA, Yale University; MAR, Yale University

Associate Professor of Art; Section Head; Associate Professor, Environmental Studies

William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University
Professor of History; Academic Secretary; Professor, East Asian Studies; Professor, Environmental Studies; Professor, Science in Society

Katja P. Kolcio

MA, University of Georgia Athens; MA, Ohio State University; PHD, Ohio State University
Associate Professor of Dance; Chair, Dance; Associate Professor, Environmental Studies

Daniel Krizanc

BS, University of Toronto; PHD, Harvard University
Professor of Computer Science; Vice-Chair, Mathematics and Computer Science; Professor, Integrative Sciences; Professor, Environmental Studies

J. Donald Moon

BA, University Minnesota Mpls; MA, University of California, Berkeley; PHD, University Minnesota Mpls
Ezra and Cecile Zilkha Professor in the College of Social Studies; Professor of Government; Professor, Environmental Studies; Tutor, College of Social Studies

William R. Pinch

BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia
Professor of History; Associate Editor, History and Theory; Professor, Environmental Studies

Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University; PHD, Northwestern University
Hedding Professor of Moral Science; Professor of Science in Society; Professor of Philosophy; Professor, Environmental Studies

Dana Royer

BA, University of Pennsylvania; PHD, Yale University
Professor of Earth and Environmental Sciences; Chair, Earth and Environmental Sciences; Professor, Integrative Sciences; Professor, Environmental Studies

Michael Singer

BS, University Southern Calif; PHD, University of Arizona
Professor of Biology; Professor, Environmental Studies

Nicole Lynn Stanton

BA, Antioch College; MFA, Ohio State University
Associate Professor of Dance; Associate Professor, Environmental Studies; Associate Professor, African American Studies

Brian A. Stewart

BS, Stanford University; PHD, Massachusetts Institute of Technology
Professor of Physics; Professor, Environmental Studies

Sonia Sultan

BA, Princeton University; MA, Harvard University; PHD, Harvard University
Professor of Biology; Professor, Environmental Studies

Andrew Szegedy-Maszak

BA, University of Michigan; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University
Jane A. Seney Professor of Greek; Professor of Classical Studies; Professor, Environmental Studies

Erika A. Taylor

BS, University of Michigan; PHD, University of Illinois Urbana
Associate Professor of Chemistry; Associate Professor, Environmental Studies;
Associate Professor, Integrative Sciences

Tula Telfair

BFA, Moore College Of Art; MFA, Syracuse University
Professor of Art; Professor, Environmental Studies

Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins
University
Associate Professor of History; Chair, Feminist, Gender, and Sexuality Studies;
Associate Professor, Feminist, Gender, and Sexuality Studies; Associate
Professor, Environmental Studies; Associate Professor, Science in Society

Johan C. Varekamp

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht
Harold T. Stearns Professor of Earth Science; Professor of Earth and
Environmental Sciences; Professor, Environmental Studies; Professor, Latin
American Studies

Krishna R. Winston

BA, Smith College; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale
University
Marcus L. Taft Professor of German Language and Literature; Professor of
German Studies; Professor, Environmental Studies

Gary W. Yohe

BA, University of Pennsylvania; MA, SUNY at Stony Brook; MPHIL, Yale University;
PHD, Yale University
Huffington Foundation Professor of Economics and Environmental Studies;
Professor of Economics; Professor, Environmental Studies

AFFILIATED FACULTY

Earl W. Phillips

BA, Wesleyan University; JD, The Catholic University of America
Visiting Scholar in Environmental Studies

DEPARTMENTAL ADVISING EXPERTS

Barry Chernoff, Frederick Cohan, Marc Eisner, Paul Erickson, Mary Alice Haddad,
Katja Kolcio, Danny Krizanc, Donald Moon, Dana Royer, Michael Singer, Erika
Taylor, Tula Telfair, Johan Varekamp, Krishna Winston, Gary Yohe

ENVIRONMENTAL STUDIES MAJOR

ADMISSION TO THE MAJOR

The following requirements are necessary to complete the ENVS linked-major

- An introductory course or an AP 4 or 5 on Environmental Science AP Exam

- Sophomore Seminar ENVS201
- Three core electives, one from each area
- Three additional electives, whether or not in the core list
- Two semesters of senior colloquium, ENVS391, ENVS392
- A senior capstone project course

One of the following introductory courses serves as the gateway to the ENVS linked-major program

- BIOL197/E&ES197
- E&ES199
- With the exception of BIOL197/E&ES197 or E&ES199, all other courses must be at the **200** level or higher
- Two courses that are either student forums or research tutorials may be substituted for non-core electives

MAJOR REQUIREMENTS

A total of six elective courses are required; two must be at the upper level of academic study (usually **300** level or higher), and one elective must come from each of the three following core areas:

CORE ELECTIVES AREA 1

ENVS214	Women, Animals, and Nature	1
ENVS230	The Simple Life	1
ENVS305	Moral Ecologies and the Anthropology of Vitality	1
ENVS307	The Economy of Nature and Nations	1
PHIL212	Introduction to Ethics	1
PHIL215	Humans, Animals, and Nature	1
PHIL270	Environmental Philosophy	1

CORE ELECTIVES AREA 2

ECON212	The Economics of Sustainable Development, Vulnerability, and Resilience	1
ENVS285	Environmental Law and Policy	1
ENVS325	Healthy Places: Practice, Policy, and Population Health	1
GOVT206	Public Policy	1
GOVT221	Environmental Policy	1
GOVT322	Global Environmental Politics	1

CORE ELECTIVES AREA 3

BIOL216	Ecology	1
BIOL220	Conservation Biology	1
BIOL226	Invasive Species: Biology, Policy, and Management	1
ENVS340	The Forest Ecosystem	1
E&ES234	Geobiology	1
E&ES250	Environmental Geochemistry	1
E&ES260	Oceans and Climate	1
ENVS361	Living in a Polluted World	1

Students will choose an additional three electives with their ENVS advisor. These electives may be selected from the entire list, in addition to those courses listed in core elective areas 1–3 above. Three of the elective courses must constitute a disciplinary or thematic concentration including at least one upper-level course (usually at the **300** level). Thematic concentrations are encouraged to be interdisciplinary. Courses selected from the three core areas above may be used as part of the concentration. Students are encouraged to develop their own thematic concentrations that require approval by their ENVS advisor. The following are some possible examples.

EXAMPLE 1—CONSERVATION

BIOL216	Ecology	1
BIOL220	Conservation Biology	1
E&ES234	Geobiology	1

EXAMPLE 2—FOOD SUSTAINABILITY

ENVS135	American Food	1
ENVS226	Invasive Species: Biology, Policy, and Management	1
ENVS235	Science of Sustainability	1

EXAMPLE 3—CLIMATE CHANGE 1

E&ES260	Oceans and Climate	1
ECON310	Environmental and Resource Economics	1
GOVT221	Environmental Policy	1

EXAMPLE 4—CLIMATE CHANGE 2

E&ES260	Oceans and Climate	1
E&ES359	Global Climate Change	1
GOVT221	Environmental Policy	1

STUDENT LEARNING GOALS

- Competence beyond the major-track introductory level in interpreting environmental information
- Develop a deeper understanding of the complex connections between environmental issues and social or political issues
- Develop the analytical and critical capacities necessary to formulate compelling arguments about environmental issues
- Engage both scholars and the lay public in discourse about environmental issues (mode of expression varied)
- Engage with scholars in the field who are making important environmental contributions
- Practical and theoretical experiences in environmental issues by undertaking a senior project

METHOD OF EVALUATION

Self-assessment. Upon entering the major, students will write a one-page self-assessment. This assessment will be posted to the student's electronic portfolio and made available to the student's advisor. In the assessment, students will describe their reasons for selecting the major, their current strengths and weaknesses with respect to environmental studies, and their personal goals within the major, including plans for a concentration. They will be encouraged

to integrate the program's learning goals in their self-assessment. Students will periodically meet with their environmental studies advisor to reflect on their progress in the major, using their self-assessment as a frame of reference. At minimum, these meetings will occur once per semester during the course scheduling period. Because environmental studies is inherently multi-disciplinary and because every student is linked to a primary major, student trajectories within the major are highly individualized. The self-assessment will make these plans explicit, and will help both the student and advisor chart the most successful path through the major.

Senior capstone and senior colloquium. Every major completes a capstone project during their senior year. The format of the capstone is typically determined by the students' primary departments (e.g., thesis, essay, performance, exhibit). The purpose of the capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. All capstone projects are formally evaluated by at least one faculty member. In addition, several times throughout their senior year, students present progress reports of their projects in the senior colloquium; faculty and student-peers attending the colloquia provide feedback for improvement.

Senior reflection. As a book-end to the self-assessment, seniors will be asked to reflect on their experiences in the major. They will analyze their personal development in environmental studies and how the program impacted their development. These reflections will be recorded in the form of a questionnaire. Also, during one of the final colloquia in the spring, students will be encouraged to share their thoughts in a group setting and this will be recorded.

HOW THE DEPARTMENT/PROGRAM USES ASSESSMENT INFORMATION

The self-assessment and the subsequent iterative process between student and advisor of discussing the assessment will help to maximize student success in the program. The capstone projects and, more informally, the oral presentations in the senior colloquium, will help faculty evaluate the success of the curriculum in fulfilling the learning goals of the program. Both the iterative process of the self-assessment and the senior reflection will help inform curricular needs. For a multi-disciplinary program with faculty spread across all three divisions, the three common experiences (self-assessment, senior capstone/senior colloquium, and senior reflection) will be critical for the evaluation of both students and the program. Once a year, a committee will use information from these common experiences to discuss the state of the program. A summary of these discussions, including any recommendations for change, will be shared with the full ENVS faculty.

ADDITIONAL INFORMATION

With the exception of the introductory courses, 100-level courses do not count toward the major.

- Up to three courses from the primary major may be counted toward the ENVS-linked major.
- Students may substitute two reading or research tutorials, or one tutorial and one student forum, for two electives with approval of the ENVS advisor. Only one tutorial may count within a concentration; only one student-run forum can count toward the concentration.
- Up to three credits from study-abroad programs may be used for non-core elective courses, including for the concentration, with prior approval of the ENVS advisor and as long as the credits from abroad are accepted by Wesleyan.

- One course in the student's entire curriculum must satisfy the essential capabilities for writing.

With the approval of the advisor and a written petition by the student, certain internships (e.g., Sierra Club, state agency, EPA, NOAA) may be substituted for one non-core elective.

thinking about their future projects; their attendance is encouraged only and they do not enroll in the colloquium until their senior year.

CAPSTONE EXPERIENCE

The ENVS linked-major program provides a capstone experience that includes a senior project and a full year of senior colloquia. The purpose of the ENVS capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. The students will then have the opportunity to present and discuss their research in the ENVS391/ENVS392 with seniors and faculty.

Senior capstone project. The creative exploration of a critical environmental issue through independent research is an essential part of ENVS. All ENVS majors must complete a senior capstone project in one of three categories discussed below, though students are encouraged strongly to pursue a project in either of the first two categories. The topic must concern an environmental issue and must be approved in advance by the ENVS advisor. The student must be officially enrolled in one or more courses while they complete the research project. The students must submit to the director of ENVS no later than the last day of classes in the spring semester in their junior year a three-page research prospectus on their planned course of research. This plan must be signed by the potential mentor of the senior research. The mentor does not have to be a member of the ENVS faculty.

- **Category 1.** The capstone project may take any of the forms accepted by the primary department as a senior project (e.g., senior thesis, senior essay, senior performance, senior exhibition, senior film thesis). The senior project is submitted only to the primary department and is not evaluated by ENVS. Students may select an interdisciplinary thesis topic such that they solicit the help of more than one mentor if permitted by the primary department.
- **Category 2.** The capstone project may be a thesis submitted in general scholarship. The student must have a mentor for the thesis, and the topic must be approved by the ENVS advisor.
- **Category 3.** In the event that the student cannot satisfy the conditions for the above categories, the student may register for and complete a Senior Essay: Environmental Studies (ENVS403/ENVS404). The mentor can be any Wesleyan faculty member and the topic must be approved by the ENVS advisor. If the student cannot find a mentor, then it will be the responsibility of the ENVS program director to find a suitable reader or to evaluate the written work. The due date for the senior essay is set between the student and the mentor.

Senior colloquium. The **ENVS Senior Colloquium** provides students and faculty the opportunity to discuss, but not evaluate, the senior projects. Students will make 10-minute presentations on their projects followed by five minutes of discussion. Any interested faculty may attend, but the project mentors and ENVS advisors will be especially invited. Two weeks prior to their presentation, students will distribute a one- to two-page summary of their findings to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers. Students must be formally enrolled in the colloquium each semester of their senior year.

Additionally, all declared ENVS majors will be invited to the dinners and to the colloquium to enrich their early experience and encourage them to begin

DANCE

The Dance Department at Wesleyan is a contemporary program with a global perspective. The curriculum, faculty research, and pedagogy all center on the relationships between theory and practice, embodied learning, and the potential dance making has to be a catalyst for social change. Within that rigorous context, students encounter a diversity of approaches to making, practicing, and analyzing dance in an intimate learning atmosphere. The program embraces classical forms from ballet, *Bharata Natyam*, Javanese, and Ghanaian, to experimental practices that fuse tradition and experimentation into new, contemporary forms.

The emphasis of the major is on creating original scholarship, be it choreographic or written, that views dance within a specific cultural context, interrogates cultural assumptions, and is informed by a critical and reflective perspective.

Preregistration is possible for many dance courses. All students interested in registering for dance classes should access WesMaps concerning procedures for acceptance into specific courses. Students majoring in dance or indicating strong curricular commitment to dance will be given enrollment preference in all permission-of-instructor courses.

FACULTY

Pedro Alejandro

BS, Cornell University; MFA, Ohio State University
Associate Professor of Dance

Patricia L. Beaman

BFA, University of Michigan; MA, New York University
Artist-in-Residence, Dance

Katja P. Kolcio

MA, University of Georgia Athens; MA, Ohio State University; PHD, Ohio State University
Associate Professor of Dance; Chair, Dance; Associate Professor, Environmental Studies

Hari Krishnan

BA, University of Manitoba; MFA, York University
Associate Professor of Dance

Susan F. Lourie

BA, Temple University; MALS, Wesleyan University
Adjunct Professor of Dance

Marcela Oteíza

BFA, University of Chile; MFA, California Institute of Arts
Assistant Professor of Theater; Assistant Professor, Theater

Iddrisu Saaka

DIPL, University of Ghana; MFA, University of California LA
Artist-in-Residence, Dance

Nicole Lynn Stanton

BA, Antioch College; MFA, Ohio State University
Associate Professor of Dance; Associate Professor, Environmental Studies;
Associate Professor, African American Studies

VISITING FACULTY

Ernest Felton Baker

BA, The New School; MFA, New York University
Visiting Assistant Professor of Dance

Stacey Bobbitt

BA, Connecticut College
Visiting Instructor in Dance

Abigail Levine

BA, Wesleyan University; MA, New York University
Visiting Instructor in Dance

Kellie Ann Lynch

BA, Rhode Island College; MFA, Smith College
Visiting Assistant Professor of Dance

Bronwen MacArthur

MA, Wellesley College; MA, Smith College
Visiting Assistant Professor of Dance

Chelsie McPhelimy

BA, University of Wisconsin; MFA, Ohio State University
Dance Lighting and Media Design Specialist

EMERITI

Urip Sri Maeny

DIPL, Indonesian Conservatory of Mus
Retired Artist-in-Residence, Dance

DEPARTMENTAL ADVISING EXPERTS

Pedro Alejandro; Katja Kolcio; Hari Krishnan; Susan Lourie; Nicole Stanton

DANCE MAJOR

ADMISSION TO THE MAJOR

- Successful completion of the required sequence courses:
 - DANC249 (fall)
 - DANC250 (spring)
- An admissions interview with the prospective major's advisor

MAJOR REQUIREMENTS

Coursework for the major includes composition, dance techniques, dance histories, research methods, pedagogy, ethnography, improvisation, anatomy, repertory, and dance and technology.

Required Courses

DANC249 & DANC250	Making Dances I: Solo Work and Dance Composition (Gateway course series for the major; fall semester of sophomore year)	2
DANC371	Choreography Workshop (Taken fall or spring of junior year)	1
DANC105	Dance Production Techniques	0.5

Dance Technique Courses

Select six of the following: 3

Students must achieve Level II in at least 2 traditions and one of those should be modern dance.

DANC211 & DANC215 & DANC309	Modern Dance I and Modern Dance II and Modern Dance III	
DANC202 & DANC302	Ballet I and Ballet II	
DANC260 & DANC360 & DANC365	West African Dance I and West African Dance II and West African Dance III	
DANC261	Bharata Natyam I: Introduction of South Indian Classical Dance	
DANC362	Bharata Natyam II: Embracing the Traditional and the Modern	
DANC435 & DANC445	Advanced Dance Practice A and Advanced Dance Practice B	0.75

Methodology Course

Select one of the following (above the 200 level): 1

DANC375	American Dance History	
DANC377	Perspectives in Dance as Culture: What the Body Knows--Social Change and Revolution	

Electives

Select two of the following: 2

DANC301	Anatomy and Kinesiology	
DANC341	Embodiment and Education: Critical and Liberatory Perspectives	
DANC354	Improvisational Forms	
DANC375	American Dance History	
DANC377	Perspectives in Dance as Culture: What the Body Knows--Social Change and Revolution	
DANC378	Repertory and Performance: Contemporary Dance from Global Perspectives	

Senior Project or Thesis

Senior project or thesis in dance 1-2

DANC398	Senior Colloquium in Dance Research	0.25
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Total Hours 11.5-12.5

STUDENT LEARNING GOALS

The major is designed to provide broad and deep exposure to the discipline of dance as a critical, embodied, reflexive and socially engaged research method. The department conceives of dance performance broadly, embracing traditionally staged performances, site-based works as well as mediated and interdisciplinary performative modes. Students take courses in choreography, improvisation, pedagogy, research methods, dance ethnography, history, and dance techniques as well as unique interdisciplinary courses that integrate varied modes of learning. The curriculum focuses on providing students with the skills to develop new knowledge and produce original research expressed through performance, writing and their vital intertwining into new hybrid forms.

1. Majors will develop keen intercultural competence. One of the fundamental tenets of the major is that the analysis of dance through practice and observation is central to the study of cultures and is a vital aspect of exploration in cross-cultural inquiry. Students should develop a proficiency in the understanding of dance in its cultural manifestations, leading them beyond knowledge of a culture or an appreciation of diversity to an understanding and celebration of difference.
2. Majors will develop an awareness of the ways in which dance structures and is structured by culture. This includes a thoughtful understanding of the problematics of spectatorship; the role of the artist in society; as well as issues of embodiment, difference and performativity.
3. Majors will develop an understanding of the basic principles of dance making through creative process work including choreography, improvisation and public enactments. They will acquire the ability to develop an idea or research question through the elements of dance performance such as: the skillful exploration and application of movement vocabulary; choreographic form; and the consideration of framing devices. They will develop the ability to structure original ideas and to create powerful original work.
4. Majors will develop an intercultural understanding of the elements of physical expression and performance artistry and will attain and/or maintain intermediate (or above) technical proficiency, based on sound kinesiological principles. They will develop these skills in at least two of the following techniques: modern/contemporary, Bharata Natyam, West African, ballet, black vernacular forms/hip hop, and South East Asian dance forms (when available).
5. Majors will develop strong reflective and critical awareness of the research methodologies available in Dance Studies articulated in written, choreographic and performative forms.
6. Majors will develop the ability to work collaboratively to complete complex tasks through engagement with all element of performance production, including technical theater, scenographic design and publicity.

HONORS

Dance majors who wish to be candidates for departmental honors must complete senior research in the form of a thesis. Projects are not eligible for the award of honors. The student's proposed research design will be revised and finalized in consultation with the student's prospective tutor and should reflect the special interests and talents of the individual student. The award of honors or high honors is based on the scope and excellence of the thesis and on the student's creative work.

To receive the award of honors, a thesis must follow these guidelines:

- The honors thesis typically consists of approximately 20 minutes of group choreography (usually two 10-minute dances) and an 80- to 100-page research paper situating the choreography within an aesthetic and historical context.
- It must involve enough work to warrant two credits.

Each honors candidate is required to make a commitment to candidacy in advance. The student must file a written statement of his or her intention to stand for departmental honors with both the department and the Honors College. The department will nominate candidates for departmental honors to the Honors College. Nominations will occur only if it appears reasonably certain that the candidate's work will be completed on time and in the desired form. The department in cooperation with the Honors College will arrange suitable mid-April deadlines for performances and the submission of theses.

Each honors thesis will have two readers. One of these must be chosen from outside the Department of Dance. The department will base its recommendation for departmental honors upon the readers' written evaluations and joint recommendations.

CAPSTONE EXPERIENCE

All majors complete a capstone experience, either a one-semester senior project or a two-semester senior thesis.

EARTH AND ENVIRONMENTAL SCIENCES

The Earth and Environmental Sciences Department (E&ES) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation. The E&ES major is designed to prepare students for graduate school, as well as provide a basis for a variety of careers in the private or public sectors. Courses in geology, environmental science/environmental chemistry, environmental science/ecology, and planetary geology lead to different areas of specialization and career options.

Many E&ES students work with faculty on research projects that range from climate studies to active volcanoes in the Andes, from the structure of the Grand Canyon to the structure of the planet Venus, from nearby coastal areas (Long Island Sound) to faraway lagoons (Vieques Island, Puerto Rico). The culmination of the major is a capstone course where students perform independent research in the field (Puerto Rico, Death Valley, or Hawaii).

FACULTY

Barry Chernoff

BS, SUNY at Stony Brook; MS, Adelphi University; PHD, University of Michigan Robert Schumann Professor of Environmental Studies; Professor of Earth and Environmental Sciences; Professor of Biology; Chair, Environmental Studies Program; Director, College of the Environment; Professor, Environmental Studies

Kim Diver

BA, Carthage College; MA, Syracuse University; PHD, Syracuse University Assistant Professor of the Practice, Earth and Environmental Sciences

Martha S. Gilmore

BA, Franklin & Marshall; MSC, Brown University; PHD, Brown University George I. Seney Professor of Geology; Professor of Earth and Environmental Sciences; Director, Graduate Studies

James P. Greenwood

BS, SUNY at Binghamton; MS, Brown University; PHD, Brown University Assistant Professor of Earth and Environmental Sciences

Timothy C.W. Ku

BS, University of Rochester; MS, University of Michigan; PHD, University of Michigan Associate Professor of Earth and Environmental Sciences; Associate Professor, Integrative Sciences

Suzanne B. O'Connell

BA, Oberlin College; MS, SUNY at Albany; PHD, Columbia University Professor of Earth and Environmental Sciences; Faculty Director, McNair Program

Phillip G. Resor

AB, Dartmouth College; MS, University of Wyoming; PHD, Stanford University Associate Professor of Earth and Environmental Sciences

Dana Royer

BA, University of Pennsylvania; PHD, Yale University Professor of Earth and Environmental Sciences; Chair, Earth and Environmental Sciences; Professor, Integrative Sciences; Professor, Environmental Studies

Johan C. Varekamp

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht Harold T. Stearns Professor of Earth Science; Professor of Earth and Environmental Sciences; Professor, Environmental Studies; Professor, Latin American Studies

AFFILIATED FACULTY

Peter M. LeTourneau

BA, Ricker College; MA, Wesleyan University; PHD, Columbia University Visiting Scholar in Earth and Environmental Sciences

Ellen Thomas

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht University Professor in the College of Integrative Sciences; Research Professor, Earth and Environmental Sciences

EMERITI

James T. Gutmann

BA, Amherst College; MAA, Wesleyan University; PHD, Stanford University Smith Curator of Mineralogy and Petrology; Professor of Earth and Environmental Sciences, Emeritus

Peter C. Patton

BA, Franklin & Marshall; MAA, Wesleyan University; MS, Colorado St University; PHD, University of Texas Austin Alan M. Dachs Professor of Science, Emeritus

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS

All program faculty

EARTH AND ENVIRONMENTAL SCIENCES MAJOR

ADMISSION TO THE MAJOR

GATEWAY COURSES FOR THE MAJOR

To declare E&ES as a major, students are required to have completed an E&ES gateway course (E&ES101, E&ES115, E&ES197, or E&ES199), and to have completed (or be currently taking) two gateway courses (or higher) in biology, chemistry, mathematics, or physics.

E&ES101	Dynamic Earth	1
E&ES115	Introduction to Planetary Geology	1
E&ES197	Introduction to Environmental Studies	1
E&ES199	Introduction to Environmental Science and Sustainability	1

SOPHOMORE SEMINAR

E&ES195 Sophomore Field Course 0.5

MAJOR REQUIREMENTS

- E&ES gateway course (E&ES101, E&ES115, E&ES197, or E&ES199).
- Earth and environmental scientists need a broad background in the natural sciences. Therefore, E&ES majors are required to take one year (two semesters) of gateway courses from two of the following disciplines for a total of four courses: biology (BIOL181/BIOL182), chemistry (CHEM141/CHEM142 or CHEM143/CHEM144), mathematics (MATH117/MATH118, MATH119/MATH120, or MATH121/MATH122), or physics (PHYS111/PHYS112 or PHYS113/PHYS116). Upper-level courses in these disciplines can be substituted, as can statistics courses for mathematics. Students are urged to complete these introductory courses within their first two years. Students considering professional work in the sciences are encouraged to take gateways in more than two disciplines, including any associated lab courses, as well as upper-level coursework in other natural science and mathematics disciplines.
- The Sophomore Field Course (E&ES195). This course is typically taken during the spring semester of the sophomore year.
- The Senior Seminar (E&ES497). This capstone is typically taken in the senior year.
- **For the Class of 2020 and earlier:** Seven upper-level courses, comprised of three "cores" and four "electives." Lab courses associated with the primary courses are required. Up to two upper-level natural science or math courses taken in other departments can count as electives; up to two preapproved courses from study-abroad programs can also count as cores or electives. At least four of the upper-level courses must be Wesleyan E&ES courses. Tutorial and the senior thesis do not count towards the requirement.

The Department of E&ES does not require completion of Wesleyan's General Education Requirements to complete the major. Honors students are required to complete Wesleyan's General Education Requirements through stage II.

CORE COURSES

E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology/Stratigraphy Techniques	1.5
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
BIOL216	Ecology	1

ELECTIVE COURSES

E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES246 & E&ES247	Hydrology and Hydrology Laboratory	1.5
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES280	Introduction to GIS	1
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES317 & E&ES318	Volcanology and Volcanology Lab Course	1.5
E&ES321	Planetary Evolution	1
E&ES359	Global Climate Change	1
E&ES361	Living in a Polluted World	1
E&ES368	Isotope Geochemistry	1
E&ES375	Modeling the Earth and Environment	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5

SENIOR SEMINAR

E&ES497 Senior Seminar 1.5

For the Class of 2021 and later: Seven upper-level courses. Five of these courses must cover the following thematic areas: two from "Earth and Planets" (numbered 201-233 and 301-333), two from "Hydrosphere, Biosphere, and Atmosphere" (numbered 234-266 and 334-366), and one from "Methods" (numbered 267-299 and 367-399). Lab courses associated with the primary courses are required. The remaining two courses may come from any thematic area. Also, the following can be used: Up to two upper-level natural science or math courses taken in other departments, and up to two preapproved courses from study-abroad programs. At least four of the upper-level courses must be Wesleyan E&ES courses. Tutorials and the senior thesis do not count towards the requirement.

The Department of E&ES does not require completion of Wesleyan's General Education Requirements to complete the major. Honors students are required to complete Wesleyan's General Education Requirements through stage II.

EARTH AND PLANET COURSES

E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES230 & E&ES231	Sedimentology and Sedimentology/Stratigraphy Techniques	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5

E&ES317 & E&ES318	Volcanology and Volcanology Lab Course	1.5
E&ES319 & E&ES320	Meteorites and Cosmochemistry and Meteorites Laboratory	1.5
E&ES321	Planetary Evolution	1

HYDROSPHERE, BIOSPHERE, AND ATMOSPHERE COURSES

E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES238	The Forest Ecosystem	1
E&ES240	Invasive Species: Biology, Policy, and Management	1
E&ES242	Ecological Resilience: The Good, the Bad, and the Mindful	1.25
E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES246 & E&ES247	Hydrology and Hydrology Laboratory	1.5
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES359	Global Climate Change	1
E&ES361	Living in a Polluted World	1

METHOD COURSES

E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES280	Introduction to GIS	1
E&ES368	Isotope Geochemistry	1
E&ES375	Modeling the Earth and Environment	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5

CAREER OPTIONS AND THE E&ES MAJOR

Earth and environmental sciences majors go on to pursue a wide range of careers, limited only by their own imaginations. **E&ES** courses can be selected to help prepare for a student's long-term interests. The course listings below are not requirements, but suggested guidelines. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

Geology. These courses can help prepare students for academic careers or jobs in industry or government in natural resource or geohazard management (e.g., USGS, water resources, mining and energy industries).

E&ES101	Dynamic Earth	1
E&ES115	Introduction to Planetary Geology	1
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5

E&ES230 & E&ES231	Sedimentology and Sedimentology/Stratigraphy Techniques	1.5
E&ES246 & E&ES247	Hydrology and Hydrology Laboratory	1.5
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES280	Introduction to GIS	1
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES317 & E&ES318	Volcanology and Volcanology Lab Course	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1.5

Environmental Science/Environmental Chemistry. These courses can help prepare students for jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies), or for academic careers in climate science and water resources.

E&ES197	Introduction to Environmental Studies	1
E&ES199	Introduction to Environmental Science and Sustainability	1
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES280	Introduction to GIS	1
E&ES359	Global Climate Change	1
E&ES368	Isotope Geochemistry	1
E&ES497	Senior Seminar	1.5
BIOL216	Ecology	1

Environmental Science/Ecology. These courses can help prepare students for jobs in government, consulting, and nonprofit organizations (e.g., U.S. Fish and Wildlife Service, state conservation agencies, Nature Conservancy, National Audubon Society) or academic careers in conservation and natural resource management.

E&ES197	Introduction to Environmental Studies	1
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E&ES199	Introduction to Environmental Science and Sustainability	1
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory	1.5
E&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES250 & E&ES251	Environmental Geochemistry and Environmental Geochemistry Laboratory	1.5
E&ES260 & E&ES261	Oceans and Climate and Techniques in Ocean and Climate Investigations	1.5
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES280	Introduction to GIS	1
E&ES359	Global Climate Change	1
E&ES368	Isotope Geochemistry	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1.5

Planetary Geology. These courses can help prepare students for jobs in government and industry (e.g., NASA, remote sensing, and GIS contractors) or for academic careers in space science and remote sensing.

E&ES101	Dynamic Earth	1
E&ES115	Introduction to Planetary Geology	1
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals	1.5
E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory	1.5
E&ES223 & E&ES224	Structural Geology and Field Geology	1.5
E&ES280	Introduction to GIS	1
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES317 & E&ES318	Volcanology and Volcanology Lab Course	1.5
E&ES321	Planetary Evolution	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1.5

GENERAL EDUCATION

Candidates for honors in E&ES are required to complete the University's General Education Expectations through stage II.

STUDENT LEARNING GOALS

Students graduating with a BA degree in earth and environmental sciences should be able to:

- **Decipher the structure, composition, and dynamics of the earth system.**
The student should understand the structure and composition of earth's

spheres (geosphere, hydrosphere, atmosphere, biosphere), and how these spheres interact with one another and change over time.

- **Apply the scientific method.** The student should be able to develop and test scientific hypotheses.
- **Understand data.** The student should understand how earth and environmental sciences data are produced, interpreted, and applied.
- **Apply quantitative tools.** The student should be able to select and apply appropriate quantitative techniques to earth and environmental sciences questions (e.g., calculus, statistics, spatial analysis).
- **Use the primary literature.** The student should be able to search for and understand publications from the primary scientific literature.
- **Critically evaluate scientific claims.** The student should be able to critique arguments made in the earth and environmental sciences literature.
- **Communicate.** The student should be able to present earth and environmental sciences data and their interpretation in a variety of written, visual, and oral formats.
- **Conduct research.** The student should be able to carry out an original research project, including: the identification of a research problem; the formulation of a hypothesis; the design of the methodology; the collection, processing, and interpretation of data; and the presentation of findings in written, visual, and oral formats.

RELATED PROGRAMS OR CERTIFICATES

- **The College of the Environment**, which includes the environmental studies-linked major and Environmental Studies Certificate, provides a linkage between the sciences, public policy, economics, and the arts and provides a wide variety of career options.
- **The Planetary Science Group and the Planetary Science Course Cluster** seek to understand the origin and evolution of the solar system in which we live and the other solar systems that we have identified in our galaxy.
- **The Service-Learning Center and Service-Learning Course Cluster** seek to broaden students' understanding of course content through activities that are, at the same time, of service to the community.

BA/MA PROGRAM

[wesleyan.edu/grad/degree-programs/ba-ma.html (<https://wesleyan.edu/grad/degree-programs/ba-ma.html>)]

This program provides an attractive option for science majors to enrich their course and research background. The course requirements for the BA/MA are the same as the MA. It is important for students interested in the BA/MA program to plan a course of study early enough (nominally in the junior year) to meet the MA requirements over both the senior and MA years. Admission is competitive and based on GPA, faculty recommendations, and research experience.

HONORS

Candidates for honors in E&ES are required to complete the University's General Education Expectations through stage II.

CAPSTONE EXPERIENCE

E&ES409	Senior Thesis Tutorial	1
E&ES410	Senior Thesis Tutorial	1
E&ES497	Senior Seminar	1.5

GRADUATE EARTH AND ENVIRONMENTAL SCIENCES PROGRAM

The Earth and Environmental Sciences Department offers a program leading to the degree of master of arts in earth and environmental sciences. This program is designed for students who desire further training prior to initiation of a doctoral program at another university or for whom the master's degree will be the terminal degree. Graduate students are offered a unique opportunity for accelerated and personal instruction in a small department setting, with strengths in geology, volcanology, ocean sciences, planetary science, and environmental science. All admitted students are offered a full tuition waiver, stipend, and benefits for this two-year program.

COURSES

Students who possess the equivalent of a Wesleyan E&ES BA degree are required to take six upper-level course credits (of which at least four must be in E&ES) and two MA thesis research credits (E&ES549 and E&ES550). In addition, students are required to take three years (six semesters) of courses from a minimum of two of the following disciplines: mathematics, chemistry, physics, and biology. Students who do not possess the equivalent of a Wesleyan E&ES BA degree must complete or have completed 11 upper-level courses in the sciences or mathematics, and at least five of these must be E&ES courses. All students are expected to enroll in E&ES557 each semester it is offered. A student's thesis committee will decide the required coursework for the MA. All full-time graduate students are expected to complete all courses with a grade of B- or better. Failure to achieve these minimal expectations incurs automatic dismissal from the program.

PROGRESS AND QUALIFYING EXAMS

Thesis Proposal and Thesis Committee. Upon admission to the program, the student will meet with the E&ES Graduate Program Committee to discuss the general requirements and goals of graduate study. Students should select an advisor, thesis topic, and thesis committee by the end of the first semester. After students have made a choice of faculty advisor and thesis committee, they must, in cooperation with the advisor, write a one- to two-page thesis proposal, in which they provide an outline of the proposed research. The thesis committee will read the proposal and discuss it with the student before acceptance of the research project. At the beginning of each semester, and at the beginning of the summer, each graduate student will be asked to prepare a written summary (two to three pages) of their progress and accomplishments and meet with their thesis committee. This summary will be reviewed by the thesis committee to

discuss and evaluate the student's progress; failure to make adequate progress can be grounds for dismissal from the program. The discussion of the committee will be summarized by the student's advisor and relayed to the student in writing.

Qualifying Exam. Competence in general knowledge about the earth and environmental sciences will be assessed by a written examination taken after the end of the second semester. The thesis advisor, in concert with the E&ES faculty, will construct several questions. The student will then have two days to answer these questions. The student can use any written source for guidance ("open book" format), and each answer should not exceed one page (single-spaced). The committee and any interested E&ES faculty will then meet with the student to have a 30-minute conversation about the questions and answers. Based on the outcome of the exam, the committee may suggest coursework or independent study on particular topics.

TEACHING

Graduate students are expected to fully participate in the scholarly activities of the department, including teaching opportunities, attending departmental seminars, and presenting their own work to the Wesleyan and scientific communities.

THESIS | DISSERTATION | DEFENSE

Thesis and Oral Examination. The culmination of the master's program is the completion and acceptance of a thesis and its successful oral defense. The format of the written work is to be discussed and agreed upon with the student's advisor and committee. The advisor and thesis committee, in consultation with the student, will agree upon the schedule of the defense. All members of the thesis committee must have read and must approve, in writing, a complete thesis before a defense can be scheduled. Practically, this requires that a thesis draft, already vetted by the advisor, be made available to the remainder of the thesis committee at least one month before any proposed defense date. Once the committee has agreed that the thesis is ready to defend, the form for scheduling the defense can be obtained from the E&ES Department. The student is responsible for following all University requirements for the format and scheduling of the thesis. The oral examination will focus on the thesis.

CONCENTRATIONS

Planetary science is an emerging interdisciplinary field at the intersection of geology and astronomy with substantial contributions from physics, chemistry, and biology. The subject matter is planets, including those around other stars (exosolar systems). The science questions include the most important of our times: How do planets (including Earth) form? How common are they in the universe? What is their range of properties and how do they evolve? Is there or was there ever life on other planets? Certainly, the discovery of even microbial life beyond Earth would rank as one of the greatest human achievements of all time, and this quest lies squarely within the purview of planetary science.

Program of Study. MA or BA/MA students in the natural sciences and mathematics may elect a course of study resulting in the planetary science concentration. The concentration is designed to engage students in the research results, skills, and methods of planetary science. The planetary science concentration requires:

- **Completion of a minimum of four courses from the list below with a grade of B- or better.** At least one of these courses must be from a department outside the student's home department.
- **Students are also required to attend the Planetary Science Seminar, ASTR555/E&ES555.**
- **All students must complete a written thesis on a topic relevant to planetary science.** A member of the student's thesis committee will be from the planetary science concentration committee. The planetary science concentration will be designated on the student's transcript upon the successful completion of this program of study and MA requirements of the student's home department. For more information, please contact any of the members of the planetary science concentration committee or the graduate school.

Planetary Science Concentration Committee: Martha Gilmore, *Earth and Environmental Sciences*; James Greenwood, *Earth and Environmental Sciences*; William Herbst, *Astronomy*; Meredith Hughes, *Astronomy*; Seth Redfield, *Astronomy*

PLANETARY SCIENCE COURSES

Planetary Science Courses

Select at least 4 of the following (one from outside the home department): 4

ASTR524	Exoplanets: Formation, Detection, and Characterization
ASTR531	Stellar Structure and Evolution
ASTR532	Galaxies, Quasars, and Cosmology
BIOL214	Evolution
BIOL231	Microbiology
CHEM337 & CHEM338	Physical Chemistry I: Quantum Mechanics and Spectroscopy and Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics
CHEM361	Advanced Inorganic Chemistry
CHEM383	Biochemistry
E&ES513	Petrogenesis of Igneous and Metamorphic Rocks
E&ES517	Volcanology
E&ES519	Meteorites and Cosmochemistry
E&ES521	Planetary Evolution
E&ES575	Modeling the Earth and Environment
E&ES580	Introduction to GIS
PHYS213	Waves and Oscillations
MATH AND COMP courses as appropriate in consultation with advisor	

Seminar

ASTR/E&ES555	Planetary Science Seminar (offered each semester; take a minimum of three semesters)	0.75
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Thesis

The MA degree program requires a thesis that demonstrates the student's ability to perform original, independent research in planetary science. The specific guidelines for the thesis are those of the student's home department.

ADDITIONAL INFORMATION

For additional information, please visit wesleyan.edu/ees/graduate (<https://wesleyan.edu/ees/graduate>).

ECONOMICS

Economics involves the study of social relationships pertaining to the production and allocation of the means of life. One branch, macroeconomics, addresses issues relating to the performance of the economy as a whole, such as economic growth, unemployment, and inflation, while the other, microeconomics, studies the relationships that make up an economy, addressing problems of income and wealth inequality, corporate power, industrial performance and global trade, and financial flows. Students majoring in economics find that they acquire an excellent preparation for careers in academics, business, consulting, law, and government.

FACULTY

Richard P. Adelstein

BS, Massachusetts Institute of Technology; JD, University of Pennsylvania; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pennsylvania
Woodhouse/Sysco Professor of Economics; Professor of Economics; Tutor, College of Social Studies

Mahama Samir Bandaogo

BS, University of Oregon; MA, University of Washington; PHD, University of Washington
Assistant Professor of Economics

John P. Bonin

BA, Boston College; MA, University of Rochester; PHD, University of Rochester
Chester D. Hubbard Professor of Economics and Social Science; Professor of Economics; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian Studies

Karl David Boulware

BBA, Baruch College; MA, Duke University; PHD, University Of Alabama
Assistant Professor of Economics

Richard S. Grossman

AB, Harvard University; MA, Harvard University; MSC, London School of Economics and Political Science; PHD, Harvard University
Professor of Economics

Christiaan Hogendorn

BA, Swarthmore College; PHD, University of Pennsylvania
Associate Professor of Economics

Abigail S. Hornstein

AB, Bryn Mawr College; MPHIL, New York University; PHD, New York University
Associate Professor of Economics

Masami Imai

BA, U. of Wisconsin Eau Claire; PHD, University Calif Davis
Professor of Economics; Chair, Economics; Professor, East Asian Studies

Joyce Jacobsen

BA, Harvard University; MSC, London School of Economics and Political Science; PHD, Stanford University
Provost and Vice President for Academic Affairs; Andrews Professor of Economics; Professor of Economics

Anthony Bruno Keats

BA, Macalester College; MA, Tufts University; MA, University of California LA; PHD, University of California LA

Assistant Professor of Economics

Melanie Khamis

BS, London School of Economics and Political Science; MS, University of Warwick; PHD, London School of Economics and Political Science
Assistant Professor of Economics; Assistant Professor, Latin American Studies

David Julian Kuenzel

DIP, University of Tubingen; MA, University of Washington; PHD, University of Washington
Assistant Professor of Economics

Reda Moursli

BA, Al Akhawayn University; MS, University of Gothenburg; PHD, University of Gothenburg
Assistant Professor of Economics

Jeffrey Kendell Naecker

BA, University of California, Berkeley; MA, Stanford University; PHD, Stanford University
Assistant Professor of Economics

Wendy Rayack

BA, Oberlin College; MA, University of Wisconsin; PHD, University of Wisconsin
Associate Professor of Economics; Tutor, College of Social Studies

Damien Francis Sheehan-Connor

BA, Amherst College; MD, Tufts University; PHD, University Calif Santa Bar
Associate Professor of Economics; Tutor, College of Social Studies

Gilbert L. Skillman

BA, University Kentucky Lexington; MA, University of Michigan; PHD, University of Michigan
Professor of Economics; Tutor, College of Social Studies

Gary W. Yohe

BA, University of Pennsylvania; MA, SUNY at Stony Brook; MPHIL, Yale University; PHD, Yale University
Huffington Foundation Professor of Economics and Environmental Studies; Professor of Economics; Professor, Environmental Studies

AFFILIATED FACULTY

Gillian Michele Brunet

Assistant Professor of Economics, starting in Fall 2018

VISITING FACULTY

Peter Wang

BA, Simon Fraser University; MA, Boston University; MA, Simon Fraser University; PHD, Boston University
Visiting Assistant Professor of Economics

EMERITI

Peter Kilby

BA, Harvard University; DPHIL, Oxford University; MA, Johns Hopkins University; MAA, Wesleyan University
Professor of Economics, Emeritus

Michael C. Lovell

BA, Reed College; MA, Stanford University; MAA, Wesleyan University; PHD, Harvard University

Chester D. Hubbard Professor of Economics and Social Sciences, Emeritus

Richard A. Miller

BA, Oberlin College; MA, Yale University; MAA, Wesleyan University; PHD, Yale University

Woodhouse/Sysco Professor of Economics, Emeritus

DEPARTMENTAL ADVISING EXPERT

Masami Imai

ECONOMICS MAJOR

ADMISSION TO THE MAJOR

Completion of ECON110 with a grade of C+ or higher and completion of, or enrollment in, ECON300 are required for entry into the economics major. A student who fails to obtain a grade of C+ or better in ECON110 may be admitted to the major only after that student obtains a grade of C+ or better in ECON300.

MAJOR REQUIREMENTS

All students majoring in economics must complete a minimum of eight graded courses numbered **200** or above. Of these eight, three must be the core courses ECON300, ECON301, and ECON302. Of the five electives, three must be upper-tier courses, numbered **303** to **399**, or ECON409. No more than one senior thesis, individual, or group tutorial may be counted toward fulfillment of the major. The teaching apprenticeship tutorials, ECON491 and ECON492, may not be counted toward the major. ECON110, ECON300, ECON301, and ECON302 must be taken at Wesleyan; no more than two elective courses taken elsewhere may be counted toward the economics major. Courses taken elsewhere must be approved by the department chair prior to enrollment and will generally be designated as lower-tier electives if approved. If the course material warrants counting a course taken elsewhere (or a tutorial numbered **401**, **402**, **411**, or **412**) as an upper-tier elective, the student must submit materials from that course (or tutorial) to the department chair along with a petition requesting that it be treated as an upper-tier elective immediately upon return to campus (or upon completion of the tutorial). University requirements for graduation permit a student to count no more than 16 credits in any one department toward the 22 courses required for graduation. The teaching apprenticeship tutorials, ECON491 and ECON492, are included in these totals for the purpose of determining oversubscription in a department.

STUDENT LEARNING GOALS

ASSESSMENT PLAN

1. Learning Goals

- Knowledge of basic economic principles, important economic issues, and major economic institutions
- The capability to read and understand the scholarly literature
- The capability to engage in theoretical and empirical analysis of economic problems.

2. **Published:** Departmental web page

3. **Method of Assessment**

- Performance in sequential curriculum

The curricula for ECON have three stages, each stage presuming a certain level of economic literacy and competency.

To enter the major, students must pass ECON110, an introductory course that requires completion of 2 semesters of college calculus. This course or ECON101, the non-calculus introductory course, is a prerequisite for all 200-level electives in the major. Majors must then take the “core” method and theory courses, ECON300 (Quantitative Methods in Economics), ECON301 (Microeconomic Analysis), and ECON302 (Macroeconomic Analysis). ECON300 and at least one of the other core courses are prerequisites for all 300-level electives. These upper-level electives require students to undertake term research projects using the analytical methods acquired in the core courses. ECON majors must take at least three 300-level electives.

RESPONSES TO ANNUAL SENIOR SURVEY

Several questions on the annual senior survey speak directly to the learning goals listed in part 1 of the assessment plan.

Senior responses can be distinguished by major, providing data on our seniors’ self-assessments of the developments in their knowledge and skills.

SENIOR ESSAYS AND HONORS THESES

In addition to the research projects assigned in their 300-level electives, ECON majors may elect to undertake intensive independent research projects in their senior year. Honors theses generally involve a year-long research project, while essays may be written during a single-semester tutorial. Honors theses in ECON are evaluated by two faculty readers in addition to the tutor.

ADVANCED PLACEMENT

No advanced placement credit will be given for ECON110 under any circumstances. Subject to the University’s regulations, students who have received a score of 4 or 5 on either the Microeconomics or Macroeconomics Advanced Placement Exam or a score of 5 to 7 on the International Baccalaureate Exam will be eligible for a prerequisite override for courses requiring ECON101. These students will receive one credit toward graduation, but not toward the major, for their exam score upon completion of ECON301, in the case of the microeconomics exam, or ECON302, in the case of the macroeconomics exam, with a grade of C+ or better. A student may receive at most one Advanced Placement credit in economics.

ADDITIONAL INFORMATION

The economics curriculum consists of three types of courses:

Introductory courses. The department offers two different one-semester courses at the introductory level. ECON101 presents the basic concepts, methods,

and concerns of economic analysis without using calculus. This course covers both micro- and macroeconomic issues and is well suited for students who do not plan to major in the discipline but who want a general introduction to economic analysis and institutions. It also serves as a prerequisite for many of the **200**-level electives in the department. ECON110 is intended for students who think that they may wish to major in economics and combine this interest with a strong mathematical background. The course covers the same topics as ECON101 but requires a year of college-level calculus or its equivalent. ECON110 develops the mathematical foundations that are essential to the further study of economics. Any one of the following—MATH118, MATH122, or placement out of MATH122—satisfies the mathematical prerequisite for ECON110. With the permission of the instructor, MATH118 or MATH120, MATH122 may be taken concurrently with ECON110. First-year students contemplating an economics major should acquire the requisite mathematical background as soon as possible. Any first-year student who does not place out of MATH122 must wait until the spring semester to take ECON110. Students may take ECON110 after completing ECON101 this may be an attractive option for prospective majors who are in the process of acquiring the necessary mathematical background for ECON110. In any case, all students who wish to major in economics must complete ECON110.

Core courses. Core courses develop the central tools of theoretical and empirical economic analysis and are required for all economics majors. The first core course, ECON300, is the gateway course to the major. ECON301 and ECON302 are designed to provide majors with the basic theoretical concepts and analytical techniques that economists use to study social issues. ECON300 is a prerequisite for both ECON301 and ECON302; students must have completed ECON110 and its mathematical prerequisites before taking ECON300. ECON300 should be taken as early as possible, preferably immediately after ECON110, but no later than the spring term of the sophomore year if a student wishes to be admitted to the economics major by the beginning of the junior year. All prospective economics majors are strongly encouraged to complete ECON300 and one other core course by the end of the sophomore year; majors are expected to complete the entire core sequence by the end of the junior year.

Elective courses. There are four levels of elective courses. First, as staffing allows, the department offers **100**-level First-Year Initiative (FYI) courses that are intended for first-year students and have no economics prerequisites. FYI courses cannot be counted toward completion of the economics major. Higher-level elective courses apply analytical tools acquired from the introductory and core courses to specific areas or fields of economics or develop these analytical tools to a more sophisticated level. The department offers two tiers of regular elective courses that may be counted toward completion of the major. The topics covered in these electives are predetermined and specified in WesMaps.

- **Lower-tier electives**, numbered **203** to **299**, have either ECON101 or ECON110 as a prerequisite. They are intended to introduce both majors and nonmajors to the application of economic theory and methods in a wide variety of topics and to the connections between economics and related fields such as psychology, law, government, history, and area studies. Students who successfully complete CSS220 or CSS320 may count either or both of these courses for one credit each toward the economics major at the **200** level.
- **Upper-tier electives**, numbered **301** to **399**, require prior completion of ECON300 and at least one other core course. These electives apply economic theory and methodology to the same broad range of topics and areas in economics as the lower-tier electives but at a more sophisticated level. Upper-tier electives enable students to read the professional literature in economics and to begin to produce their own original research. Upper-tier electives require a substantial research paper or other project, and a student may choose to expand this research project into an honors thesis by working with a faculty advisor in a senior thesis tutorial. In some cases, for example, ECON270 and ECON371, electives may be taught at both the **200** and **300**

levels. In such cases, students may not earn credit toward the major for both courses.

Finally, in addition to regular electives, students may pursue independent research in an individual or group tutorial offered by a faculty member in the department (ECON401, ECON402, ECON411, or ECON412). Any student standing for honors in economics will take at least one senior thesis tutorial (ECON409 or ECON410). Students may also take teaching apprenticeship tutorials (ECON491/ECON492).

All courses counted toward the economics major must be taken for a letter grade.

HONORS

Honors and high honors in economics are awarded on the basis of a completed honors thesis representing two semesters of independent research. The department offers two options. The traditional route for an honors candidate is the two-semester senior honors thesis tutorial sequence (ECON409 and ECON410), in which the student begins thesis research with a faculty advisor in the fall, continues in the spring term, and completes the thesis by the deadline set by Honors College (usually mid-April). The second path allows a student to expand a research paper that was completed in an upper-tier elective by taking either ECON409 or ECON410 with a suitable faculty advisor and completing the thesis by the deadline set by Honors College in the spring term. Honors candidates must present their work in progress to the faculty at the end of the fall semester. Other details of the honors program in economics are provided on the department's website.

Theses are evaluated by the department based on the recommendations of a committee of readers including the thesis advisor and two other members of the faculty. All work is judged by the same standards, regardless of whether the student has taken both ECON409 and ECON410 or taken only one of these. All candidates for honors should have at least a B+ average in their economics courses prior to their senior year and a three-year cumulative average of B or better for all courses. A student who does not meet these requirements may petition the department for an exception; the petition must be signed by the student and by the faculty member who has agreed to supervise the project. The petition should speak to the student's capability to undertake independent research and to the feasibility of the proposed project.

ECONOMICS MINOR

ADMISSION TO THE MINOR

Completion of ECON110 with a grade of C+ or higher and completion of, or current enrollment in, ECON300. A student who fails to obtain a grade of C+ or higher in ECON110 may declare the minor only after the student obtains a grade of C+ or higher in ECON300.

MINOR REQUIREMENTS

Students minoring in economics must complete five graded courses in addition to ECON110.

- Three are the core courses: ECON300, ECON301, and ECON302.
- One of the two electives must be an upper-tier elective, numbered **305** to **399**.
- One of the two electives may be either an upper- or lower-tier elective (**205** to **299**).
- No courses numbered **401** or higher may count toward the minor.
- No courses in other departments, including **CSS**, may count toward the minor.
- One elective course in economics taken elsewhere may count toward the minor as the lower-tier elective only, subject to the department chair's approval.

ENGLISH

The English Department offers courses that foster critical thinking about the relationships among literature, culture, and history. Students of English become adept critics of poetry, novels, essays, and plays. They develop knowledge of the history of literary culture and about the evolving genres, forms, and ideologies of literary expression. They study the relation of literary texts to their historical contexts, and they learn to read both literary and non-literary texts critically. As they develop their knowledge, students of English hone their skills as critical writers and explore their potential as creative voices.

FACULTY

Sally Bachner

BA, Reed College; MA, Princeton University; PHD, Princeton University
Associate Professor of English

Lois Brown

BA, Duke University; PHD, Boston College
Class of 1958 Distinguished Professor; Professor of English; Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

Lisa Cohen

BA, Brown University; MPHIL, Yale University; PHD, Yale University
Douglas J. and Midge Bowen Bennet Associate Professor of English; Associate Professor of English; Associate Professor, Feminist, Gender, and Sexuality Studies

Christina Crosby

BA, Swarthmore College; MAA, Wesleyan University; PHD, Brown University
Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Rachel Ellis Neyra

BA, Freed Hardeman College; PHD, SUNY at Stony Brook
Assistant Professor of English

Harris A. Friedberg

BA, Harvard University; PHD, Yale University
Associate Professor of English

Matthew Carl Garrett

BA, Bard College; MA, Stanford University; MPHIL, Cambridge University; PHD, Stanford University
Associate Professor of English; Associate Professor, American Studies

Anne F. Greene

BA, Radcliffe College; MA, Brandeis University
University Professor of English; Director, Wesleyan Writers Conference; Director, Writing Certificate

Natasha Korda

BA, Columbia University; PHD, Johns Hopkins University
Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Sean McCann

BA, Georgetown University; PHD, CUNY The Graduate Center
Professor of English; Director, Academic Writing

Rashida Z. Shaw McMahon

BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of English; Assistant Professor, African American Studies

Marguerite Nguyen

BA, Duke University; PHD, University of California, Berkeley
Assistant Professor of English; Assistant Professor, East Asian Studies

Ruth Nisse

BA, Columbia University; PHD, University of California, Berkeley
Professor of English; Associate Professor, Medieval Studies

Joel Pfister

BA, Columbia University; MA, University of Sussex; MA, University of London; PHD, Yale University
Olin Professor of English; Professor of English; Professor, American Studies

Ashraf H.A. Rushdy

BA, University of Alberta; MA, University of Alberta; PHD, Cambridge University
Benjamin Waite Professor of the English Language; Professor of African American Studies; Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Lily Leopold Saint

BA, University of Pennsylvania; PHD, CUNY The Graduate Center
Assistant Professor of English

Hirsh Sawhney

BA, University of Michigan; MFA, Rutgers University
Assistant Professor of English

Courtney Weiss Smith

BA, University Of Dayton; MA, Washington University; PHD, Washington University
Associate Professor of English; Associate Professor, Science in Society

Amy Cynthia Tang

BA, Harvard University; PHD, Stanford University
Associate Professor of English; Associate Professor of American Studies

Khachig Tölölyan

BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University
Professor of Letters; Professor of English; Editor, Diaspora; Professor, German Studies

Stephanie Kuduk Weiner

BA, University Minnesota Mpls; PHD, Stanford University
Professor of English; Chair, English

Tiphonie Yanique

BA, Tufts University; MFA, University Houston Univ Pk
Associate Professor of English; Director, Creative Writing; Associate Professor, African American Studies

AFFILIATED FACULTY

Alice Berliner Hadler

BA, Mount Holyoke College; MA, Columbia Teachers College
Associate Dean for International Student Affairs; Coordinator, Writing Program Language Services for Non-Native Speakers; Adjunct Instructor in English

VISITING FACULTY

Jonathan Corcoran

BA, Brown University; MFA, Rutgers U University C Nwk

Visiting Assistant Professor of Creative Writing in English

Morgan Day Frank

BA, Wesleyan University; MA, Stanford University; PHD, Stanford University
Visiting Assistant Professor of English

Sam Fallon

BA, Princeton University; PHD, Yale University
Visiting Assistant Professor of English

Lisa Alana Locascio

BA, New York University; MA, University Southern Calif; MFA, New York University; PHD, University Southern Calif
Visiting Assistant Professor of Creative Writing in English

Douglas Arthur Martin

BA, University of Georgia Athens; MFA, The New School; PHD, CUNY The Graduate Center
Visiting Writer in English

Danielle Vogel

BA, Dowling College; MA, Naropa University; PHD, University of Denver
Visiting Assistant Professor of Creative Writing in English

EMERITI

Henry Abelow

AB, Harvard University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Willbur Fisk Osborne Professor of English, Emeritus

William B. Coley

MAA, Wesleyan University
Professor of English, Emeritus

John Anthony Connor

MA, Manchester University; MAA, Wesleyan University
Professor of English, Emeritus

Sherman H. Hawkins

MAA, Wesleyan University
Professor of English, Emeritus

Gertrude Reif Hughes

BA, Mount Holyoke College; MAA, Wesleyan University; MAT, Wesleyan University; PHD, Yale University
Professor of English, Emerita

Richard M. Ohmann

BA, Oberlin College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Benjamin Waite Professor of the English Language, Emeritus

Gayle Pemberton

BA, University of Michigan; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of English, Emerita; Professor of African American Studies, Emerita

Joseph W. Reed

BA, Yale University; MA, Yale University; MAA, Wesleyan University; PHD, Yale University
Professor of English and American Studies, Emeritus

Kit Reed

BA, College Notre Dame Md
Resident Writer, Retired

Phyllis Rose

BA, Radcliffe College; MA, Yale University; MAA, Wesleyan University; PHD, Harvard University
Professor of English, Emerita

Richard S. Slotkin

BA, Brooklyn College; MAA, Wesleyan University; PHD, Brown University
Olin Professor of English, Emeritus

William W. Stowe

BA, Princeton University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Benjamin Waite Professor of the English Language, Emeritus

Alfred Turco

BA, Brown University; MA, Harvard University; PHD, Harvard University
Professor of English, Emeritus

Ann duCille

BA, Bridgewater State College; MA, Brown University; MA, Brown University; PHD, Brown University
Professor of English, Emerita

DEPARTMENTAL ADVISING EXPERTS

Professors Stephanie Weiner, Hirsh Sawhney, and Courtney Weiss Smith are serving as advising experts. Responsibility for transfer of credit and study-abroad courses for non-majors is assigned to a specific faculty member and can change from year to year. Please refer to the department website: wesleyan.edu/english/contact/ (<https://wesleyan.edu/english/contact/>).

ENGLISH MAJOR

ADMISSION TO THE MAJOR

Students considering majoring in English should consult the department website (wesleyan.edu/english/ (<https://wesleyan.edu/english/>)). Potential majors must take **ENGL201 Ways of Reading** in their first or second year. Students who have taken the course and received a grade of B- or better will be admitted as majors during the spring term of their sophomore year. Students who take the course during that term will be admitted provisionally, pending the receipt of a grade of B- or better. In exceptional circumstances, and with the approval of the department chair, students who have not taken **ENGL201** by the end of the sophomore year may be admitted to the major contingent on completion of **ENGL201** in the junior year.

MAJOR REQUIREMENTS

The English major at Wesleyan consists of 10 full-credit courses at the **200**-level or higher, or the equivalent of partial credit courses. All but three of these credits, and all courses taken to meet the literary history, literatures

of difference, and theory requirements, must be taken at Wesleyan or in the department's Sussex Program. With approval of a major advisor, one upper-level course from outside the department that bears on the study of literature may also be counted toward the minimum 10 credits. Appropriate credits transferred from other institutions may also be counted toward the 10-credit requirement.

A major program consists of the gateway course, **ENGL201 Ways of Reading**, and three overlapping sets of courses: requirements, concentration, and electives.

Required courses. In addition to **ENGL201 Ways of Reading**, one course of each must be taken in the following areas:

- Literary History I
- Literary History II
- Literatures of Difference
- Theory

Descriptions are available on the department website (<http://www.wesleyan.edu/english>).

Concentration. Four courses in any one of these specialized areas of study:

- American Literature
- British Literature
- Creative Writing
- Race and Ethnicity
- Theory and Literary Forms

Descriptions are available on the department website (<http://www.wesleyan.edu/english>).

Electives. Other courses numbered 200 or higher. One FYS in English may be counted as a major elective.

COURSES FOR NON-MAJORS

The department offers several FYS courses especially designed for first-year students. First-year students may also be admitted to many other department courses; please check individual listings for details.

STUDENT LEARNING GOALS

- Develop skills in reading, interpreting, discussing, and writing about literature. English majors learn to be adept critics of poetry, novels, essays, and plays.
- For many students, experiment with or develop the ability to produce new works of literature.
- Build knowledge of the history of literature and develop critical thinking about the relationships among literature, culture, and history.
- Become conversant with literary theory.

STUDY ABROAD

The English Department encourages its majors to consider the valuable experience of study abroad. Since 1990 the English Department has sponsored a Spring Semester Study Abroad program at the University of Sussex in Brighton, England. The program is limited to a select group of English majors who study with regular Sussex students for two full British terms, earning five Wesleyan

credits. Sussex courses may be counted toward major requirements. Students pay Wesleyan tuition and receive Wesleyan financial aid. Study abroad policies are described in detail on the departmental website. (<http://www.wesleyan.edu/english/students/studyabroad.html>)

ADVANCED PLACEMENT

Students with AP scores of 4 or 5 in either English Literature or English Composition, or with scores of 5–7 on an English A1 or English A2 International Baccalaureate exam, will receive one course credit. No extra credit is given for taking more than one exam. This credit does not count toward the major.

PRIZES

The Department of English annually gives out an array of academic awards, fellowships, and prizes. Fellowships and writing prizes may require applications and submission of writing samples. Full explanations are available at the department website (<http://www.wesleyan.edu/english>).

TRANSFER CREDIT

Students may obtain transfer credit in English for courses taken at other universities in the United States in the summer or during a leave of absence. Courses must be approved by the Department of English faculty member responsible for transfer of credit. Students should expect to provide documentation from a course catalog to receive advance permission. In most cases, on completion of courses taken at other universities, students will need to show additional documentation (e.g., syllabi and assignments) demonstrating their coursework to receive transfer credit. No more than two credits may be earned during a summer. More detailed information can be found on the department website (<http://www.wesleyan.edu/english/students/credit.html>).

HONORS

The bachelor's degree with honors in English is awarded on the basis of an outstanding academic record and an honors thesis written during the senior year. Students are eligible to write a critical thesis if they have an average of 91.7 in the courses counting toward the major (at least six courses by the end of the junior year) and have completed a substantial research paper in a departmental course designated research or research option. Students wishing to write a creative thesis need not fulfill the research requirement, but they must have a 91.7 average in courses counting toward the major and have received an A- or better in at least two creative writing courses that count toward the major, one of which must be an intermediate or advanced workshop taken at Wesleyan. A detailed description of the process for earning honors can be found on the department website (<http://www.wesleyan.edu/english/students/honors.html>).

CAPSTONE EXPERIENCE

English majors may undertake capstone experiences in several ways. Students who are eligible and who qualify to be candidates for honors may enroll in a two-semester honors tutorial that culminates in the submission of an honors thesis. Students may also propose a one-semester senior essay project. In addition, in each of the major concentrations, students are required to complete a **300-level** seminar. This seminar may be taken before the senior year.

FEMINIST, GENDER, AND SEXUALITY STUDIES

The Feminist, Gender, and Sexuality Studies (FGSS) Program is administered by the chair and other members of the program's core faculty. Core faculty are those who are actively involved in the program, who teach FGSS courses, advise FGSS majors and senior theses, and may serve as program chair. The program sponsors an annual symposium and the Diane Weiss Memorial Lecture.

FACULTY

Lois Brown

BA, Duke University; PHD, Boston College
Class of 1958 Distinguished Professor; Professor of English; Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

Mary Ann Clawson

BA, Carleton College; MA, SUNY at Stony Brook; PHD, SUNY at Stony Brook
Professor of Sociology; Professor, Feminist, Gender, and Sexuality Studies

Christina Crosby

BA, Swarthmore College; MAA, Wesleyan University; PHD, Brown University
Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Lori Gruen

BA, University of Colorado Boulder; PHD, University of Colorado Boulder
William Griffin Professor of Philosophy; Professor of Philosophy; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Natasha Korda

BA, Columbia University; PHD, Johns Hopkins University
Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University
Professor of Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University
Professor of Religion; Professor, Feminist, Gender, and Sexuality Studies; Professor, Science in Society

Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University
Associate Professor of History; Chair, Feminist, Gender, and Sexuality Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

AFFILIATED FACULTY

Abigail Huston Boggs

BA, Wesleyan University; PHD, University Calif Davis
Assistant Professor of Sociology; Assistant Professor, Feminist, Gender, and Sexuality Studies

Lisa Cohen

BA, Brown University; MPHIL, Yale University; PHD, Yale University
Douglas J. and Midge Bowen Bennet Associate Professor of English; Associate Professor of English; Associate Professor, Feminist, Gender, and Sexuality Studies

Laura B. Gabel

BA, Brandeis University; MAA, Wesleyan University; PHD, University of California, San Diego
Lauren B. Dachs Professor of Science and Society; Professor of Biology; Professor, Feminist, Gender, and Sexuality Studies

Laura Grappo

BA, Wesleyan University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Kali Nicole Gross

BA, Cornell University; MA, University of Pennsylvania; PHD, University of Pennsylvania
Professor of African American Studies; Professor, Feminist, Gender, and Sexuality Studies

Kerwin Kaye

BA, University of Colorado Boulder; MA, University San Francisco; PHD, New York University
Assistant Professor of Sociology; Tutor, College of Social Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Elizabeth McAlister

BA, Vassar College; MA, Yale University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Professor of Religion; Chair, African American Studies; Director, Center for African American Studies; Professor, African American Studies; Professor, American Studies; Professor, Feminist, Gender, and Sexuality Studies; Professor, Latin American Studies

Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews
Professor of History; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Medieval Studies; Professor, Feminist, Gender, and Sexuality Studies

Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University
Wilbur Fisk Osborne Professor; Professor of Psychology; Chair, Science in Society; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Catherine Poisson

BA, Sorbonne; MA, New York University; PHD, New York University
Associate Professor of French; Associate Professor, Feminist, Gender, and Sexuality Studies

Patricia Maria Rodriguez Mosquera

BA, Autonoma University of Madrid; MA, Autonoma University of Madrid; PHD, University of Amsterdam
Associate Professor of Psychology; Associate Professor, Feminist, Gender, and Sexuality Studies

Ashraf H.A. Rushdy

BA, University of Alberta; MA, University of Alberta; PHD, Cambridge University
Benjamin Waite Professor of the English Language; Professor of African American Studies; Professor of English; Professor, Feminist, Gender, and Sexuality Studies

Anu (Aradhana) Sharma

BA, Eugene Lang College; MA, Columbia University; MA, Stanford University; PHD, Stanford University
Associate Professor of Anthropology; Associate Professor, Feminist, Gender, and Sexuality Studies

Elise Springer

BA, Wesleyan University; MA, University of Connecticut; PHD, University of Connecticut
Associate Professor of Philosophy; Chair, Philosophy; Associate Professor, Feminist, Gender, and Sexuality Studies

Elizabeth G. Traube

BA, Radcliffe College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
Professor of Anthropology; Professor, Feminist, Gender, and Sexuality Studies

Laura Ann Twagira

BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University
Assistant Professor of History; Assistant Professor, Feminist, Gender, and Sexuality Studies

Gina Athena Ulysse

BA, Upsala College; MA, University of Michigan; PHD, University of Michigan
Professor of Anthropology; Professor, Feminist, Gender, and Sexuality Studies

Margot Weiss

BA, University of Chicago; MA, Duke University; PHD, Duke University
Associate Professor of American Studies; Associate Professor of Anthropology; Chair, Anthropology; Associate Professor, Feminist, Gender, and Sexuality Studies

Sarah E. Wiliarty

BA, Harvard University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Associate Professor of Government; Tutor, College of Social Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, German Studies

Su Zheng

BA, Central Conservatory of Music; MA, New York University; PHD, Wesleyan University
Associate Professor of Music; Associate Professor, East Asian Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

VISITING FACULTY**Elizabeth Garcia**

BA, Brown University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Visiting Assistant Professor of Feminist, Gender, and Sexuality Studies

DEPARTMENT ADVISING EXPERT

Jennifer Tucker

FEMINIST, GENDER, AND SEXUALITY STUDIES MAJOR

ADMISSION TO THE MAJOR

The prerequisite for becoming a feminist, gender, and sexuality studies (FGSS) major is taking one of the gateway courses. These courses are designated annually. Students ordinarily take a gateway course during either semester of the sophomore year and declare the major in the spring semester. Gateway courses for 2017–2018 include:

FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
FGSS205	#Sayhername: Intersectionality and Feminist Activism (FGSS Gateway)	1
FGSS269	Gender and History (FGSS Gateway)	1

MAJOR REQUIREMENTS

Students are assigned to faculty advisors and should familiarize themselves with requirements for writing a senior honors thesis, since these may affect curricular choices for the junior year. In the fall semester of the junior year, the student ordinarily takes FGSS209. During this semester the student, in consultation with the advisor, develops a major proposal that lists the courses that will compose the student's major course of study, including a written rationale for the student's chosen concentration within the major. The Major Proposal Form, approved by the advisor and with the concentration rationale attached, is submitted to the Feminist, Gender, and Sexuality Studies Program office by the end of the fall semester of the junior year.

The concentration rationale is a brief explanation (500 words) of the student's chosen concentration within the major and describes the courses the student has chosen to constitute it. The major as a whole consists of 10 courses as follows: Three core courses (a gateway course, FGSS209 and FGSS405), two distribution courses (FGSS courses from an area outside the concentration), the four courses comprising the concentration, and senior research in the form of the senior essay or senior honors thesis. The senior year is devoted to completion of the coursework for the concentration, work on a senior essay or thesis, and participation in the senior seminar. Only two credits transferred from another institution may be applied to the major.

Every major must take the following courses:

- **One gateway course.** These are designated annually and serve as introductions to the interdisciplinary field of feminist, gender, and sexuality studies. Gateway courses examine gender as a factor in the politics and practices of the production of knowledge and of social and cultural life, with particular attention to the intersection of gender with other identity categories and modes of power—race, class, sexuality, and ethnicity.
- FGSS209. This course traces contemporary developments in feminist theory and considers how feminism has been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization,

among others, paying particular attention to the unstable nexus of gender, sexual, racial, and class differences.

- FGSS405. Set up as a workshop, the goal of this course is to develop an enabling and challenging intellectual environment for majors to work through intensively the theoretical, methodological, and practical concerns connected with their senior research projects.

CORE COURSES GATEWAY AND REQUIRED COURSES

In 2017–2018, these include

FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
FGSS205	#Sayhername: Intersectionality and Feminist Activism (FGSS Gateway)	1
FGSS209	Feminist Theories	1
FGSS269	Gender and History (FGSS Gateway)	1
FGSS405	Senior Seminar	1

Distribution requirement. A distribution requirement of two **FGSS** courses that must be from two different disciplines and should not overlap in their content with courses that make up the student's concentration in the major.

Concentration. Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach related to feminist, gender, and/or sexuality studies. Normally, the courses will be drawn from various departmental offerings and will be selected in consultation with an advisor.

STUDENT LEARNING GOALS

The Feminist, Gender, and Sexuality Studies (FGSS) Program is an interdisciplinary program staffed by faculty with wide-ranging research interests from across the university. The FGSS Program major and curriculum enable students to engage in critical analyses of the construction of gender and sexuality as categories of analysis and experience within the broad matrices of race, class, and ethnicity, and the ways in which these categories inform knowledge production. Our curriculum has a broad offering of courses with wide subject, geographic, and thematic coverage. Majors have excellent opportunities for developing their own areas of concentrated study and for individually designed research. Our courses offer students historical and contemporary explorations of women, gender, and sexuality from a variety of disciplinary and interdisciplinary perspectives on Africa, the Caribbean, East Asia, Europe, Latin America, and South Asia, as well as the U.S.

FGSS expects its majors to:

- become skilled at reading and writing critical feminisms;
- have a well-developed understanding of the interdisciplinary, transnational and intersectional concerns of the field; and
- interrogate the historical and contemporary, local and transnational forces underlying social and economic injustice and inequality in order to promote greater possibilities for freedom and social justice.

In other to achieve these goals, students should be able to:

- form an argument using evidence
- critically evaluate the arguments of others
- analyze texts from a variety of disciplines

- situate social and political issues in their historical context
- assess how activism and intellectual inquiry are interrelated

TRANSFER CREDIT

Only two credits transferred from another institution may be applied to the major.

CAPSTONE EXPERIENCE

Completion of a senior essay (one credit) or an honors thesis (two credits) on a theme or topic related to the student's area of concentration within the major is required. Rising seniors wishing to write a senior honors thesis must have an average of B+ in all courses that count toward the major, including the gateway course, FGSS209, and three of the four courses from the student's area of concentration. Prospective thesis writers must submit to the feminist, gender, and sexuality studies program chair by the last Friday in April in the second semester of the junior year a statement indicating the topic of the thesis and name of the thesis tutor.

GERMAN STUDIES

Interdisciplinary in nature, the academic field known as German studies has undergone rapid development in recent years. At Wesleyan, the German Studies Department takes an active part in internationalizing the curriculum, educating students for a world in which a sophisticated understanding of other cultures and their histories has become increasingly important. A background in German studies can prepare students for careers in many fields. Among them are teaching, translation, publishing, arts administration, journalism, law, international business, and library sciences, as well as for graduate study in literature, linguistics, philosophy, art history, history, psychology, the natural sciences, music, and other disciplines. At every level, the department's courses taught in German stress the four basic skills: reading, writing, listening, and speaking. These courses develop students' awareness of how language functions to convey information, express emotions, and communicate thought. The department's courses taught in English focus on the specific historical experiences of German-speaking countries and the contributions of those countries to many realms of human endeavor. These courses often raise the question of translation, asking how successfully cultural phenomena specific to a particular place and time can be expressed in another language.

The topics of courses offered by members of the department and the affiliated faculty include German literature from the 18th century to the present, philosophy, literary theory, art history, German film from its origins to the present, political science, environmental studies, and history. A number of courses, taught in English in other departments, are cross-listed and can be counted toward the major.

FACULTY

Iris Bork-Goldfield

MA, Ludwig Maximilians University; PHD, Ludwig Maximilians University
Adjunct Professor of German Studies; Chair, German Studies

Ulrich Plass

MA, University of Michigan; PHD, New York University
Professor of German Studies; Professor, Letters

Krishna R. Winston

BA, Smith College; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University
Marcus L. Taft Professor of German Language and Literature; Professor of German Studies; Professor, Environmental Studies

AFFILIATED FACULTY

Ulrich Bach

MA, University of London; PHD, University of California LA
Visiting Scholar in German Studies

Erik Grimmer-Solem

BA, Brigham Young University; DPHIL, Oxford University; MPHIL, Cambridge University; MSC, London School of Economics and Political Science
Associate Professor of History; Tutor, College of Social Studies; Associate Professor, German Studies

Katherine M. Kuenzli

BA, Yale University; MA, University of California, Berkeley; PHD, University of California, Berkeley

Associate Professor of Art History; Associate Professor, German Studies

Leo A. Lensing

BA, University of Notre Dame; MA, Cornell University; MAA, Wesleyan University; PHD, Cornell University
Professor of Film Studies; Professor, German Studies

Clare I. Rogan

AB, Princeton University; MA, Brown University; PHD, Brown University
Curator, Davison Art Center; Adjunct Assistant Professor, German Studies; Adjunct Assistant Professor of Art History

Khachig Tölölyan

BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University
Professor of Letters; Professor of English; Editor, *Diaspora*; Professor, German Studies

Sarah E. Wiliarty

BA, Harvard University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Associate Professor of Government; Tutor, College of Social Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, German Studies

VISITING FACULTY

Martin Baeumel

MA, University of Alabama; MA, Ludwig Maximilians University; PHD, University of Chicago
Visiting Assistant Professor of German Studies

EMERITI

Annemarie Arnold

Adjunct Professor of German Studies, Emerita

Herbert A. Arnold

MAA, Wesleyan University; PHD, University of Würzburg
Professor of German and Letters, Emeritus

Peter M. Frenzel

BA, Yale University; MA, Middlebury College; MAA, Wesleyan University; PHD, University of Michigan
Professor of German Studies, Emeritus

Vera K.B. Grant

CER, University of Freiburg
Adjunct Professor of German Studies, Emerita

Arthur S. Wensinger

MAA, Wesleyan University
Marcus L. Taft Professor of German Language and Literature and Professor of the Humanities, Emeritus

DEPARTMENTAL ADVISING EXPERTS

Iris Bork-Goldfield, Ulrich Plass, Krishna Winston

GERMAN STUDIES MAJOR

MAJOR DESCRIPTION

The study of language and literature lies at the center of German studies, for in works of literature, language manifests itself in its most complex, aesthetically rewarding, intellectually stimulating, and culturally revealing forms. The concept of literature goes far beyond the recognized genres of fiction, poetry, and drama. Because literary patterns and language can be identified in Hegel's writings on the philosophy of mind, Nietzsche's unsystematic but brilliant and provocative philosophical texts, or Freud's analyses of how the human mind functions, students of sociology, psychology, history, political science, and many other disciplines can benefit from learning to analyze literary structures and styles.

The German intellectual tradition has played a major role in the development of Western thought. The German Studies Department's offerings in this area constitute key components of the Certificate in Social, Cultural, and Critical Theory and include aesthetics, cultural and literary theory, the history of science, and major figures from the Enlightenment to the Frankfurt School.

Majors can also pursue individual interests in courses on film and visual culture, the performing arts, music, intellectual and political history, or environmental studies that have a substantial German component.

ADMISSION TO THE MAJOR

To become a German studies major, a student should have no grade lower than a B in any course taken in the department. The department recognizes the diversity of student interests and goals by giving its majors great flexibility in designing their programs of study. Students should work closely with their major advisors to put together coherent courses of study and assure that they will make steady progress toward mastery of the German language. The department strongly recommends that majors fulfill Stages I and II of the general education expectations.

MAJOR REQUIREMENTS

The major requires satisfactory completion of nine credits worth of courses. At least five credits must be earned in courses taught in German above the level of GRST211, with at least three of the five being GRST seminars at the 300-level or courses taken in Germany. We encourage students to participate in our approved programs in Berlin or Hamburg. Up to four credits earned there typically count toward the major, provided the subject matter is relevant to German studies, the instruction and assignments are in German, and the major advisor has given prior approval. Students who choose to spend an entire year in Germany should consult with the department in advance to ascertain how many courses will count toward the major.

STUDENT LEARNING GOALS

The German studies major is designed to allow students to explore the rich and diverse cultures of the German-speaking countries through a flexible

interdisciplinary program that stimulates the students' creative and critical capacities and can serve as the basis for future academic or professional study or employment.

The specific goals are as follows:

- **Knowledge of the German language:** Courses are designed to enable students to achieve at least Advanced Mid-Level proficiency in speaking and comprehending spoken German, according to the ACTFL guidelines. They will have ample opportunity to become fluent and accurate writers of German in a variety of genres and contexts.
- **Intercultural literacy:** Students can expect to gain insight into unfamiliar cultural attitudes and artifacts that enables them to be open-minded and competent participants in their own and foreign environments.
- **Historical breadth:** Students will be able to acquire insight into the development of the German-language cultures from the Enlightenment to the present and those cultures' impact on Western civilization and other cultures.
- **Knowledge of the field of German studies:** Through their courses, majors can become acquainted with techniques of textual interpretation, with the scope of the field, and with prevailing research methods and disciplinary tools.
- **Experience in German-speaking countries:** Students will receive strong encouragement and support to experience a German-speaking country firsthand through: study abroad during the academic year or the summer, internships, thesis/capstone research, or study or teaching after graduation.

STUDY ABROAD

For information on the programs in Berlin and Hamburg, students should speak with their faculty advisors and the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>), located in Fisk Hall. The application deadline is October 15 for study abroad in the spring and March 1 for study abroad in the fall or for the entire year. Those students for whom study abroad is not possible during the fall or spring semester should consult with the department about the possibility of taking courses during the summer.

ADVANCED PLACEMENT

See Advanced Placement Credit (http://www.wesleyan.edu/registrar/general_information/ap_ib_credit.html) information.

PRIZES

Students who demonstrate excellence in the study of German may be candidates for prizes given from the Scott, Prentice, and Blankenagel funds. Students seeking modest funding for special projects should consult the chair.

ADDITIONAL INFORMATION

German Haus is a wood-frame house at 65 Lawn Avenue, with six single rooms and one double, provides a vibrant center for German-themed events and activities on campus. Whether discussing current events over coffee and pastries, interpreting poems, watching classic or contemporary films, or hearing about faculty members' research, the residents and their guests can explore a multitude of interests.

HONORS

- **Eligibility.** To become a candidate for honors in German studies, a student must have earned a B+ or better in all German studies courses above GRST211 and must have taken at least one course in each of the three curricular areas.
- **Candidacy.** A prospectus must be handed in and approved by the prospective tutor or the department chair by the end of the Reading Period in the spring of the junior year. Enrollment in senior thesis tutorials (GRST409 and GRST410) is required. Candidates for honors in German studies and another department or program may choose to have two thesis tutors. The two departments or programs must agree in advance about the tutoring arrangement and evaluation of the honors project.
- **Honors projects.** Honors are given only for two-semester projects. Examples of possible projects are a scholarly investigation of a topic in German studies; a translation of a substantial text from German to English, accompanied by a critical essay or introduction; production of a play from the German repertory, accompanied by a written analysis; a creative project written in German, accompanied by a brief introduction or afterword.
- **Deadlines.** Deadlines for nomination to candidacy and submission of the honors project are set by the Committee on Honors.
- **Evaluation and award of honors.** Honors projects will be evaluated by the tutor(s) and at least two other readers. A student receiving high honors may, at the department's discretion and subject to the guidelines of the Committee on Honors, be nominated to take the oral examination for University Honors.

GERMAN STUDIES MINOR

ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with the department chair by the end of the junior year at the latest. Satisfactory completion of the minor will be certified by the department.

MINOR REQUIREMENTS

The minor requires six course credits with a minimum GPA of B. Four of the courses must be above the GRST211 level and taught entirely in German; at least two of these must be taken at Wesleyan. The other two courses may be in either English or German; they must be taken in the Wesleyan German Studies Department. All courses counted toward the minor must be taken for a letter grade. Exceptions will be made for students majoring in the College of Letters and the College of Social Studies.

GOVERNMENT

Wesleyan's Department of Government is dedicated to exploring "who gets what, when, and how," as Harold Lasswell defined political science in 1935. The department might well be called a department of political science or a department of politics; it is called the Department of Government for historical reasons. Department faculty today uphold a tradition, more than a century old, of distinction in scholarship and teaching. Each tenured or tenure-track Department of Government faculty member is affiliated with a concentration representing one of the four major subfields of political science: American politics and public policy, comparative politics, international politics, and political theory. We offer introductory courses to each of these four concentrations (American is GOVT151; international, GOVT155; comparative, GOVT157; and theory, GOVT159), a range of upper-level courses (**201-368**), and specialized research seminars (**369-399**). In addition, we offer courses in research methodology, individual and group tutorials, and tutoring of senior honors theses. Courses numbered **201-368** are ordered according to field of study, not level of difficulty.

If a statement on the major in this catalog is inconsistent with a regulation on the Department of Government website, the website (wesleyan.edu/gov (<https://wesleyan.edu/gov>)) is authoritative (it is updated more frequently than the description here).

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Professor of Government, Emeritus

DEPARTMENTAL ADVISING EXPERT

James McGuire

GOVERNMENT MAJOR

MAJOR DESCRIPTION

A government major will give you the opportunity to acquire broad knowledge of political science and to undertake in-depth study in a particular concentration, either American politics, comparative politics, international politics, or political theory. Each concentration has its own introductory course, survey courses, and advanced seminars. Concentrators are usually required to take the introductory course and three upper-level elective courses in the chosen subfield. In addition to taking these four courses within the concentration, majors are required to take at least one course in at least two of the three subfields outside the concentration. This requirement assures that majors acquire breadth across the discipline as well as depth in at least one subfield.

ADMISSION TO THE MAJOR

To be admitted as a government major, your academic history must show that you have completed at least one government course with a grade of B- or better, and your General Education Report must confirm that you have already—by the end of your third semester at Wesleyan—formally completed stage I of the General Education Expectations.

MAJOR REQUIREMENTS

BASIC REQUIREMENTS

- To complete the major requires nine approved government credits
- You may count toward the major only one introductory course (GOVT151, GOVT155, GOVT157, or GOVT159)
- Five of the eight remaining courses must be upper-level Wesleyan **GOVT** courses in the range **201-399**
- The remaining three courses numbered **201** or higher may be:
 - Tutorials in the Government Department (maximum two; only one thesis tutorial may count)
 - A course in a “cognate” discipline (maximum one; must be approved in advance by your advisor)
 - Political science courses at other U.S. institutions or abroad (maximum two; or three in a year of study abroad)
 - Additional Wesleyan government courses in the range **201-399**

THE FOLLOWING MAY NOT COUNT TOWARD THE MAJOR:

- Student forum courses
- Teaching apprenticeships
- First-year seminars (FYS versions of GOVT151, GOVT155, GOVT157, or GOVT159 may count as the one introductory course)
- Internships either in the United States or abroad
- The Government Department does not grant credit for Advanced Placement, International Baccalaureate, or courses taken on ad-hoc programs (e.g., summer study abroad) prior to matriculation at Wesleyan. The only pre-matriculation credits that the department will accept are the government (political science, politics, etc.) credits that the University has authorized from a transfer student's previous full-time institution.

MAJORS MUST CHOOSE AND COMPLETE A CONCENTRATION:

- Four courses, at least three of which must be taken at Wesleyan, complete a concentration as follows:
 - American politics: GOVT151 and three upper-level American politics courses
 - International politics: GOVT155 and three upper-level international politics courses
 - Comparative politics: GOVT157 and three upper-division comparative politics courses
 - Political theory: Any four political theory courses

BREADTH ACROSS THE DISCIPLINE:

- Concentrators are usually required to take the introductory course and three upper-level elective courses in the chosen subfield.
- In addition to taking these four courses within the concentration, majors are required to take at least one course in at least two of the three subfields outside the concentration.

This requirement assures that majors acquire breadth across the discipline as well as depth in at least one subfield.

GENERAL EDUCATION EXPECTATIONS

- **Stage 1** must be complete to become a government major.
- **Stage 2** must be complete to receive honors in government.

PACING

- Majors with fewer than four government courses by the end of the junior year must drop the major.

DOUBLE/MULTIPLE MAJORING

- No student with a university GPA below 88.33 may be a government major if he or she has another major.

For more information, please visit the department's majoring page (<http://www.wesleyan.edu/gov/majoring>).

COURSES FOR NON-MAJORS

Many students take government courses without majoring in government. We sometimes offer First-Year Seminars (FYS), but demand for our regular courses is high, so we cannot offer as many FYS courses as we would like. First-year students and sophomores are welcome, however, to take the introductory courses we offer in each of our four concentrations. Another option is QAC201, the social science methodology course that is offered by the Quantitative Analysis Center and cross-listed as GOVT201 (it counts toward the government major). Most of our survey courses are open to first-year students and sophomores, although majors usually have preference.

GENERAL EDUCATION

- **Stage 1** must be complete to become a government major.
- **Stage 2** must be complete to receive honors in government.
- For more information about Government Department regulations involving the General Education Expectations, please visit the Government Department's majoring page (<http://www.wesleyan.edu/gov/majoring>).

STUDENT LEARNING GOALS

Students who complete the government major should be able to explore systematically a range of political issues and modes of argumentation, drawing on the knowledge, analytical abilities, and quantitative or qualitative skills they have acquired through their courses. They should also be better prepared to think critically, write clearly, and speak effectively. By acquiring these

capabilities, government majors prepare themselves for lives of contribution in public service, education, law, business, journalism, and other fields.

STUDY ABROAD

For more information about deciding to study abroad, applying to, and getting faculty preapproval for study-abroad courses, please visit the department's study abroad page (<http://www.wesleyan.edu/gov/studyabroad.html>).

Up to two courses on an approved one-semester study-abroad program may count toward the major. Majors on full-year programs may count a third course with the approval of their major advisor. No credit toward the major or toward graduation will be approved for internships, introductory courses, or certain School for International Training courses. No credit toward graduation will be approved for internships. A student seeking major credit must give the preapproving faculty member a course title and a written course description before the first day on which the course meets, either in person before departing (preferable) or by e-mail from abroad (if the title and course description are unavailable before departure).

To get credit for study-abroad courses, either toward the major or toward graduation, requires preapproval (before the end of the study-abroad program's preregistration period) either from your faculty advisor (for government majors) or from the department chair (non government majors).

Students may count toward the major no more than two credits earned in courses taken away from Wesleyan, whether in a study-abroad program or in another U.S. institution, except in the case of a full year of study abroad, in which case the faculty advisor has full discretion on whether to authorize credit for a third course toward the major and toward graduation.

The department will not authorize course credit during study abroad for internships or introductory courses.

Independent study projects conducted abroad may be included among the two study-abroad courses that may be counted toward the government major (up to three if you study abroad for a whole year). Your advisor may choose to give tentative approval for an independent study project, subject to a review of your written work after you return.

ADVANCED PLACEMENT

Advanced Placement credit may not count toward the government major.

PRIZES

In addition to honors and Phi Beta Kappa nomination, the department offers six prizes to students who excel in the government major. A list of recent prize winners (http://www.wesleyan.edu/gov/for_majors/studentachievements.html) of these prizes are listed on the Wesleyan Government Department website.

Davenport Prize: To senior majors who show excellence in the study of political science

Parker Prize: To a sophomore or junior who excels in public speaking

Rich Prize: To a senior whose orations are judged best in composition and delivery

Skirm Prize: To the best research or writing project completed by a government major in his or her junior year

Titus Prize: To support the summer studies of a deserving Wesleyan junior majoring in government, the College of East Asian Studies, or the College of Social Studies

White Fellowship: To majors who show excellence in the study of political science

The department is also formally represented in the Public Affairs Center (<http://www.wesleyan.edu/pac>) on committees that award Davenport Grants and the Hallowell Prize in the study of social science, as well as on the committee that awards the Carol A. Baker '81 Memorial Prize for the development and recognition of the accomplishments of junior faculty.

TRANSFER CREDIT

For information on how to apply for Government Department authorization to transfer credit from U.S. academic institutions, please visit the department's transfer of credit page (<http://www.wesleyan.edu/gov/transfercredit.html>). For information on how to apply for Government Department authorization to transfer credit from approved study-abroad programs, please visit the department's study abroad page (<http://www.wesleyan.edu/gov/studyabroad.html>).

Requests for Government Department-approved transfer of credit from U.S. academic institutions must be made before the first class meeting of the course whose credit you wish to transfer.

Approval will be granted if, and only if, the course for which you wish to transfer credit is

- Upper level. Introductory courses may not be counted.
- In the field of government (political science, politics).
- Equivalent in terms of contact hours, content, and requirements to Wesleyan courses.
- Offered at a four-year, accredited institution.
- Graded. Credit/no credit courses may not be transferred.

RELATED PROGRAMS OR CERTIFICATES

- Civic Engagement Certificate (p. 190)
- Environmental Studies Certificate (p. 190)
- International Relations Certificate (p. 192)

For a full list of all certificates, please visit Wesleyan's course listing (WesMaps (<http://www.wesleyan.edu/wesmaps>)). Government courses count toward several of them, and Government Department faculty are involved in several of them in addition to those listed above.

HONORS

For more information on honors at Wesleyan in general, University Honors regulations, evaluation of honors theses, and recipients of honors in government in previous years, please visit the department's honors page (<http://www.wesleyan.edu/gov/honors.html>).

To be eligible for honors in government you must (1) be a government major on track to complete the major requirements in a timely fashion; (2) achieve a university grade point average of 90.00 or above, calculated at the end of the spring semester of the junior year; and (3) have completed stage I of the General Education Expectations.

To become a candidate for honors in government, the student must meet the three eligibility conditions and complete the Thesis Application Form. Optimally, the student will meet with a potential tutor (tenured, tenure-track, or full-time visitor in the Government Department) and discuss a thesis project prior to submitting an application. After the Government Department faculty reviews the applications, students will be notified whether they will be a candidate for honors and the name of their thesis advisor. In some years, students who meet the eligibility requirements will not be able to stand for honors in government because there may be no full-time government faculty member to serve as a tutor. Each available government faculty member decides for whom he or she will serve as a thesis tutor.

Students may count either GOVT409 or GOVT410, but not both, toward the eight upper-level courses needed to complete the government major. Only one thesis tutorial credit may count toward the major.

To receive honors in government, students must (1) complete the government major; (2) complete both stage I and stage II of the General Education Expectations; (3) write a thesis judged to be of honors quality; and (4) maintain a university grade-point average of 90.00 or above through the end of the first semester of their senior year.

CAPSTONE EXPERIENCE

The government thesis involves one-on-one tutorials (GOVT409/GOVT410) with a supervising faculty member for a full year, culminating in the submission of an honors thesis, many of which are about 100 pages long.

Seniors seeking a capstone experience lasting a single semester can choose either an individual undergraduate tutorial (GOVT401/GOVT402) or a survey course or seminar that requires a final independent research paper at least 15 pages in length whose topic is chosen by the student. It is not unusual for students to take several such courses during their junior and senior years, sometimes exploring related topics from a variety of different angles. In some advanced survey courses or seminars, students may engage in a capstone experience that culminates in a work of nontraditional scholarship—service learning, public blogs, civic engagement, etc., rather than a standard research paper.

HISTORY

Why history?

History is a way of understanding the whole of the human condition as it has unfolded in time. Without history, nothing makes sense: from the meaning of words to the formation of identities, to institutions, states, and societies. History straddles the boundary between the social sciences and humanities. Like the other social sciences, it has established methods of investigation and proof, but it differs from them in that it encompasses, potentially, every area of human culture from the beginning of recorded time. Like the other humanities, it uses ordinary language and established modes of telling its stories, but it is constrained by evidence left us from the past.

Majoring in history will help you develop valuable skills transferable beyond the classroom: critical thinking, interpretation, and persuasive writing, as well as analytical and research skills for tackling complex questions. These are all essential to doing a job well after you leave Wesleyan. History is inherently complex and requires the ability to acquire knowledge from large amounts of information and assess evidence and conflicting interpretations of the past. As a history major you will learn to make sense of complexity and tell a good story.

FACULTY

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EMERITI

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Professor of History and Letters, Emeritus

Ann M. Wightman

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Professor of History, Emerita

DEPARTMENTAL ADVISING EXPERTS

All members of the history department on duty except for Courtney Fullilove and Ronald Schatz.

HISTORY MAJOR

ADMISSION TO THE MAJOR

How do I join?

Any history faculty member may serve as an advisor by agreement with the student. If you are not certain which faculty member would be an appropriate advisor for your intended course of study, you should meet with the department chair, currently Gary Shaw (gshaw@wesleyan.edu) and beginning with spring 2018, Demetrius Eudell (deudell@wesleyan.edu). Talk to your advisor or the chair and then go to your portfolio and declare the history major.

MAJOR REQUIREMENTS

REQUIREMENTS FOR THE HISTORY MAJOR FOR THE CLASS OF 2018 AND 2019

What next?

The breadth of topics covered by the Department of History allows students to create geographic, thematic, or chronological unity in their own unique course of study. A history major will develop two concentrations by choosing four courses from each of two thematic modules. (The full list of modules is provided below.)

To be a history major, you need **eleven credits**; at least **eight must be history credits** in two modules. There are no prerequisites to declare a history major.

There is only **one required course** for all history majors: HIST362. It is offered only in the fall and should be taken in your junior year.

What counts?

- At least eight of the 11 courses must be history courses, and at least two of those should be history seminars.
- You may also count one first-year seminar (HIST 100-149) and one senior research tutorial toward the major.
- Two courses taken outside of Wesleyan, for example, during the semester abroad, may be included among the history courses.

- Up to three courses in other departments, programs, or colleges may be counted toward the total of 11 required courses with the approval of the student's advisor.

Is there a senior research project?

Yes. See the Honors/Capstone section for more details.

What are the modules?

Modules are fields of concentration that provide a thematic, geographic, or chronological unity for the courses you take for the history major. Any one course may belong to several modules, but for the major it may be counted only toward one module; any non-history course counted toward the 11 courses required for the major must be within a module. HIST362 *cannot* be included in any module, but the two additional seminars required for the major must be.

Students consult with their advisors to identify the modules and the courses needed to complete the major. With advisor approval, students may occasionally create their own coherent module.

The modules reveal the richness and depth of the history curriculum. The department offers modules in many subjects and you can also fashion your own. In fact, over 40 different modules have been pursued by students. For a fuller description, go to Descriptions of Modules (<http://www.wesleyan.edu/history/For%20History%20Majors/Descriptions%20of%20Modules.html>). Some of the currently popular modules include:

- Europe
- North America
- Empires & Encounters
- Revolutions & Social Movements
- War & Violence
- Visual Arts & Culture
- Religion
- Thought & Ideas
- Economy & Society
- Contemporary History
- Nation & Ethnicity

You may also go to the Department of History's Modules (<http://www.wesleyan.edu/history/For%20History%20Majors/modules.html>) page for more information.

REQUIREMENTS FOR THE HISTORY MAJOR FOR THE CLASS OF 2020 AND BEYOND

In general: The major program in history consists of at least nine history courses. These must include one Introduction to History course (numbered from 150-189), normally taken as a freshman or sophomore, and eight other courses, numbered 200 or higher. Students must also complete two modules and do a capstone research requirement.

In detail, a major will have:

- nine history courses, including
 - one Introduction to History course numbered between 150-189, normally taken as a freshman or sophomore at Wesleyan
 - A minimum of eight other HIST courses, including the following:
 - All majors must include at least one course focused on the period before 1800 in their nine HIST courses. It can also count toward a module.
 - HIST362, the required seminar that all majors must take, typically during the fall semester of the junior year

- two other HIST seminars, numbered 300 or above, taken at Wesleyan
- Note that only two history courses taken outside of Wesleyan may be counted toward the nine required history courses and these will count as non-seminar classes.

- **Modules:** Students pursue two modules (<http://www.wesleyan.edu/history/For%20History%20Majors/modules.html>), each composed of four courses with a thematic, geographic, or chronological unity, assembled from both history and non-history department courses. Students may create their own modules, but most select their modules from the large list prepared by the department faculty. In either case, students work closely with their advisors to identify their modules and the specific courses that are at the core of their major programs.

- Here are a few things to remember about the courses in your modules:
 - A course may be used in only one of a student's modules.
 - Most courses in modules will be HIST courses, but up to three courses from other departments or programs may count towards the modules.
 - HIST362 *cannot* be included in any module.
 - Pre-1800 courses may count towards modules.

Research Project: Every major must complete a substantial research project completed at Wesleyan under departmental faculty supervision.

LANGUAGE REQUIREMENT

Is there a foreign language requirement? There is no foreign language requirement for history majors, but the department strongly advises all history majors to learn at least one foreign language.

TRANSFER CREDIT

Transfer credit must be preapproved by the appropriate department before the course is taken. All preapproved credits will be posted to the student's transcript for graduation credit. However, history majors wishing to count transfer credit toward the history major must consult with their history advisor in advance, and upon their return to Wesleyan provide their advisor with syllabi and other materials, such as exams and papers, from the course(s) that they wish to apply toward the history major. Once approved by the advisor, it may count for major credit.

CAPSTONE EXPERIENCE

FOR THE CLASS OF 2018 AND 2019:

All history majors try out their skills in a senior research project. It can be a senior thesis or a senior essay written in a tutorial or in a **300**-level seminar. The senior research project gives all history majors an opportunity to explore a topic they are passionate about.

FOR THE CLASS OF 2020 AND BEYOND:

- **Research Project:** Every major must complete a substantial research project completed at Wesleyan under departmental faculty supervision.
 - This project may take the form of an Honors thesis or a senior essay done through an individual tutorial (e.g. HIST409 or HIST403) or a research paper completed in an advanced seminar in one of the student's chosen modules, with the approval of the student's advisor and the instructor of that course. A paper completed in an advanced seminar must be in addition to the course's normal requirements.

HISTORY MINOR

ADMISSION TO THE MINOR

Why history? The minor in history offers students interested in history an avenue to gain coherent expertise in the field without committing to the eleven-credit coursework and research required for the major. The department intends the minor to be an opportunity to offer students a cluster of courses organized along thematic, geographical, or temporal lines that establishes some depth in the subject, its modes of analysis, and methods of investigation.

The minor is simple. Take six Department of History courses, two of which need to be seminars numbered 300 and above.

MINOR REQUIREMENTS

What next? The minor program in history consists of six semester-courses. These six courses must include the following:

1. Two Department of History seminars numbered 300-399.
2. One pre-1800 course: at least one of the six courses must be chiefly concerned with the pre-industrial era.

The following stipulations also apply:

- At least five of the six courses must number 150 or higher.
- Only courses taught by faculty appointed in history may count toward the minor.
- Tutorials, education in the field, and student forums cannot be counted toward the minor.
- AP or IB credit cannot count toward the minor.
- Students may declare a history minor at any point in their undergraduate career via [WesPortal>Academics>Major/Minor/Certificate Declaration](#).
- There is no minimum grade average to complete the minor, and there are no required gateway courses or course sequences for entry into the minor.

LATIN AMERICAN STUDIES PROGRAM

Latin American studies (LAST) is an interdisciplinary program designed to provide an integrated view of Mesoamerica, South America, and the Caribbean. This interdisciplinary approach is complemented by concentration in a specific department. A student who completes the program will receive a degree in Latin American studies with concentration in a particular department. A double major in the department of concentration is an option for Latin American studies majors.

FACULTY

Robert T. Conn

BA, Dartmouth College; PHD, Princeton University
Associate Professor of Spanish; Chair, Latin American Studies; Associate Professor, Latin American Studies

Melanie Khamis

BS, London School of Economics and Political Science; MS, University of Warwick; PHD, London School of Economics and Political Science
Assistant Professor of Economics; Assistant Professor, Latin American Studies

Valeria López Fadul

BA, Yale University; MA, Princeton University; PHD, Princeton University
Assistant Professor of History; Assistant Professor, Latin American Studies

James W. McGuire

BA, Swarthmore College; MA, University of California, Berkeley; PHD, University of California, Berkeley
Professor of Government; Chair, Government; Professor, Latin American Studies

Maria Ospina

BA, Brown University; MA, Harvard University; PHD, Harvard University
Assistant Professor of Spanish; Assistant Professor, Latin American Studies

Paula C. Park

BA, Rutgers, the State University; MA, University of Texas Austin; PHD, University of Texas Austin
Assistant Professor of Spanish; Section Head; Assistant Professor, Latin American Studies

AFFILIATED FACULTY

Michael Armstrong Roche

BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Eric Charry

BMU, New England Conservatory of Music; MFA, Princeton University; MMU, New England Conservatory of Music; PHD, Princeton University
Professor of Music; Professor, Latin American Studies

Elizabeth McAlister

BA, Vassar College; MA, Yale University; MA, Yale University; MPHIL, Yale University; PHD, Yale University

Professor of Religion; Chair, African American Studies; Director, Center for African American Studies; Professor, African American Studies; Professor, American Studies; Professor, Feminist, Gender, and Sexuality Studies; Professor, Latin American Studies

Johan C. Varekamp

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht
Harold T. Stearns Professor of Earth Science; Professor of Earth and Environmental Sciences; Professor, Environmental Studies; Professor, Latin American Studies

DEPARTMENTAL ADVISING EXPERT

Robert Conn

LATIN AMERICAN STUDIES MAJOR

ADMISSION TO THE MAJOR

Admission to the Latin American studies major (LAST) requires (a) competence in either Spanish or Portuguese; (b) an academic record that shows ability both in Latin American studies and in the intended department of concentration; and (c) a judgment by core LAST faculty that you are likely to be able to maintain a grade point average of B- or better in all courses taken at Wesleyan that are cross-listed with LAST. For additional details, please visit wesleyan.edu/last/formajors/ (<https://wesleyan.edu/last/formajors/>).

MAJOR REQUIREMENTS

Twelve semester courses are required to complete the LAST major, (1) six in LAST and at least six in a department of concentration; or (2) seven in LAST and five in a department concentration. The five or six courses in the concentration need not be cross-listed with LAST. Acceptable departments of concentration are those with an affiliated LAST faculty member, currently anthropology, economics, earth and environmental sciences, government, history, music, religion, sociology, Romance languages and literatures, and theater. With the approval of the chair, students may concentrate in other departments that have faculty members with substantial knowledge of and interest in Latin America and/or the Caribbean. LAST majors may not concentrate in another program (e.g., AMST) or in a college (e.g., CSS).

Mandatory LAST courses at Wesleyan. Of the 12 courses required to complete the LAST major, at least eight must be taken at Wesleyan. On petition to the chair, an exception may be made for (1) students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s) or (2) students participating in the Twelve-College Exchange Program who seek LAST major credit for courses taken at one of the other participating colleges.

- Of the 12 courses required to complete the LAST major, two are mandatory: LAST226 and LAST245. Each of these mandatory courses must be taken at Wesleyan.

- One additional LAST-cross-listed social science course is also mandatory. It, too, must be taken at Wesleyan.
- LAST majors must also complete stage II of the General Education Expectations.

To graduate as a LAST major, students must maintain an average of B- or better in all courses taken at Wesleyan that are cross-listed in the LAST major, whether or not the student elects to place these courses on the major certification form.

Non-LAST courses at Wesleyan that may count toward the LAST major.

In exceptional circumstances, Wesleyan courses that have significant Latin American content but are not cross-listed with LAST may count toward the major. Students must petition the LAST chair to obtain LAST major credit for such courses.

Courses at Wesleyan that may NOT count toward the LAST major.

- No Spanish language courses except SPAN221 may count toward the LAST major—only Spanish literature courses.
- No 100-level Spanish courses will be accepted for credit toward the LAST major.
- No more than one music course involving primarily or exclusively performance may count toward the LAST major.
- No student forum courses may count toward the LAST major. Also, LAST does not sponsor student forum courses.
- No more than one introductory (100-level) course in a student's department of concentration may count toward the LAST major.
- No more than one thesis tutorial credit may count toward the LAST major.

Courses taken at other institutions in the United States. No course taken at another institution in United States may count toward the LAST major, whether taken during the summer or during the academic year. On petition to the chair, an exception may be made (1) for students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s) or (2) for students participating in the Twelve-College Exchange Program who seek LAST major credit for courses taken at one of the other participating colleges.

STUDY ABROAD

Latin American studies majors are encouraged to spend a semester or a year on a program in Latin America approved by the University's International Studies Committee. LAST faculty members regard study abroad as a serious part of the major, so students should discuss their plans with their advisors or with the chair as soon as possible. Please note that at least eight of the 12 courses required to complete the LAST major must be taken at Wesleyan. For more information, please visit wesleyan.edu/last/studyabroad.html (<http://wesleyan.edu/last/studyabroad.html>).

Credit is regularly granted toward the LAST major through the following programs:

- CIEE in Buenos Aires, Argentina
- CIEE in São Paulo or Salvador da Bahia, Brazil
- Brown in Rio de Janeiro, Brazil
- CV Starr Middlebury School in Latin America, various cities, Chile
- University of Kansas in San José, Costa Rica
- CIEE in Santo Domingo, Dominican Republic
- Duke in the Andes, Quito, Ecuador
- IFSA Butler at the Universidad Autónoma de Yucatán, Mérida, Mexico

- Augsburg College Center for Global Education, Mexico and Guatemala

LANGUAGE REQUIREMENT

Admission to the major requires competence in either Spanish or Portuguese.

PRIZES

LAST awards the Levy-Spira Prize for excellence in Latin American studies.

ADDITIONAL INFORMATION

Majors Committee. The Latin American Studies Majors Committee, chosen by the student majors, works with the program's faculty to plan a variety of events. The committee is primarily responsible for organizing the informal brown-bag lunch series, where majors and professors meet to discuss student and faculty research projects, to explore possible changes in the curriculum and study-abroad options, and to plan additional program activities. The committee also facilitates student participation in faculty searches involving the Latin American Studies Program or the Center for the Americas.

HONORS

Departmental honors are awarded to majors who complete a senior thesis of exceptional quality and who have a distinguished record of coursework in the program. For additional details concerning the honors program, please visit wesleyan.edu/last/formajors/theses.html (<http://wesleyan.edu/last/formajors/theses.html>).

CAPSTONE EXPERIENCE

Majors must also complete the LAST research requirement by writing a paper at least 20 pages in length that is centrally concerned with Latin America, that is on a topic of the major's own choosing, and that receives a grade of B- or better. For additional details concerning the research requirements, please visit wesleyan.edu/last/formajors/researchrequirements.html (<https://wesleyan.edu/last/formajors/researchrequirements.html>).

LESS COMMONLY TAUGHT LANGUAGES

Instruction in the less commonly taught languages is offered at Wesleyan through coursework and through the Self-Instructional Language Program (SILP), which allows students to work independently with the assistance of a native speaker and use of texts and technological resources.

Courses in languages such as American Sign Language or Hindi are offered periodically, when student academic interests and/or when courses in various departments support the study of such languages. Such courses are offered under the LANG (Language) designation, are usually yearlong courses, and may be used in preparation for study abroad and in support of academic interests.

Through SILP, students can petition to continue the study of a language offered through the Less Commonly Taught Language Program. If relevant to their academic endeavors, students can petition to study a language not in the curriculum. The application process is competitive, and priority is given to SILPs that are continuations of languages already offered at Wesleyan.

FACULTY

Emmanuel Paris-Bouvret

Director, Language Resources and Technology; Director of Language Resources and Technology; Coordinator, Less Commonly Taught Languages; Visiting Instructor in Romance Languages Literatures

VISITING FACULTY

Joseph M. Basile

BA, University of Connecticut; MA, New York University
Visiting Instructor in American Sign Language

Keith Vinci

BS, University of Connecticut; MA, Southern Connecticut State University
Visiting Instructor in American Sign Language

Leslie A. Warren

BA, University of Vermont
Visiting Instructor in American Sign Language

MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers undergraduate majors in mathematics and in computer science. We also participate in the Informatics and Modeling Certificate Program. The department's graduate programs include a PhD in mathematics and MA programs in mathematics and in computer science.

Each student's course of study is designed to provide an introduction to the basic areas of mathematics or computer science and to provide the technical tools that will be useful later in the student's career. The course of study is planned in consultation with the student's faculty advisor and the department's advisory committees, DADCOM for mathematics and CADCOM for computer science.

The department's graduate programs include a PhD program in mathematics and MA programs in mathematics and in computer science. The research emphasis at Wesleyan at the doctoral level is in pure mathematics and theoretical computer science. One of the distinctive features of our department is the close interaction between the computer science faculty and the mathematics faculty, particularly those in logic and discrete mathematics.

Graduate students at Wesleyan enjoy small classes and close interactions with faculty and fellow graduate students. Graduate students normally register for three classes a semester and are expected to attend departmental colloquia and at least one regular seminar. The number of graduate students ranges from 17 to 21, with an entering class of three to six each year. There have always been both male and female students, graduates of small colleges and large universities, and U.S. and international students, including, in recent years, students from Bulgaria, Chile, China, Germany, India, Iran, and Sri Lanka. All of the department's recent PhD recipients have obtained faculty positions. Some have subsequently moved to mathematical careers in industry and government.

For additional information, please visit wesleyan.edu/mathcs/graduate/ (<http://www.wesleyan.edu/mathcs/graduate/>).

FACULTY

Ilesanmi Adeboye

PHD, University of Michigan
Assistant Professor of Mathematics

Wai Kiu Chan

BS, University of Hong Kong; MPHIL, University of Hong Kong; PHD, The Ohio State University
Professor of Mathematics

Karen L. Collins

BA, Smith College; PHD, Massachusetts Institute of Technology
Professor of Mathematics; Professor, Integrative Sciences

David A. Constantine

BS, Eastern Nazarene College; PHD, University of Michigan
Assistant Professor of Mathematics

Norman Danner

BA, University of California, Berkeley; PHD, Indiana University Bloomng
Associate Professor of Computer Science

Adam Fieldsteel

BA, Brown University; MAA, Wesleyan University; PHD, University of California, Berkeley
Professor of Mathematics; Chair, Mathematics and Computer Science

Cameron Donnay Hill

BA, Yale University; PHD, University of California, Berkeley
Assistant Professor of Mathematics

Mark A. Hovey

BS, Ohio State University; PHD, Massachusetts Institute of Technology
Associate Provost; Professor of Mathematics

Daniel Krizanc

BS, University of Toronto; PHD, Harvard University
Professor of Computer Science; Vice-Chair, Mathematics and Computer Science; Professor, Integrative Sciences; Professor, Environmental Studies

Constance Leidy

BS, Tulane University; PHD, Rice University
Associate Professor of Mathematics

Han Li

BS, Nankai University; PHD, Yale University
Assistant Professor of Mathematics

Dan Licata

BS, Brown University; PHD, Carnegie Mellon University
Assistant Professor of Computer Science

James Lipton

BS, U Nebraska Lincoln; MSC, Cornell University; PHD, Cornell University
Professor of Computer Science

Victoria Ursula Manfredi

BA, Smith College; MS, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst
Assistant Professor of Computer Science

David Pollack

MA, Harvard University; PHD, Harvard University; SB, University of Chicago
Associate Professor of Mathematics

Felipe A. Ramírez

BS, Colorado St University; PHD, University of Michigan
Assistant Professor of Mathematics

Christopher Rasmussen

BA, University of Virginia; MS, University of Virginia; PHD, University of Arizona
Associate Professor of Mathematics

Philip H. Scowcroft

BA, Harvard University; MA, Cornell University; PHD, Cornell University
Edward Burr Van Vleck Professor of Mathematics; Professor of Mathematics

Saray Shai

BS, Israel Institute of Technology; PHD, University of St Andrews
Assistant Professor of Computer Science

AFFILIATED FACULTY

Sara Kalisnik Verovsek

Assistant Professor of Math, starting in Fall 2018

Tsampikos Kottos

BA, University of Crete; MS, University of Crete; PHD, University of Crete
Professor of Physics; Professor, Integrative Sciences; Professor, Mathematics

VISITING FACULTY

Cameron Bishop

MS, Fairfield University
Visiting Instructor in Mathematics

Alyson Hildum

BA, Colorado School Mines; PHD, Brandeis University
Visiting Assistant Professor of Mathematics

Jonathan Huang

BA, Dartmouth College; PHD, University of Maryland College Park
Visiting Assistant Professor of Mathematics

Lisa Marie Kaylor

Visiting Instructor in Mathematics

Mostafa Mirabi

Visiting Instructor in Mathematics

Edward Morehouse

BS, University of California, Santa Barbara; PHD, Wesleyan University
Postdoctoral Fellow in Computer Science

Andre Oliveira

Visiting Instructor in Mathematics

Matthew James Willis

BA, College of New Jersey; MA, University of North Carolina at Chapel Hill; PHD,
University of North Carolina at Chapel Hill
Visiting Assistant Professor of Mathematics

EMERITI

Ethan M. Coven

BA, University of Rochester; MA, Yale University; MAA, Wesleyan University;
PHD, Yale University
Professor of Mathematics, Emeritus

Anthony W. Hager

BS, Pennsylvania State University; PHD, Pennsylvania State University
Professor of Mathematics, Emeritus

Michael S. Keane

BA, University of Texas Austin; MS, University of Gottingen; PHD, University of
Erlangen-Nurnber
Professor of Mathematics, Emeritus

Fred E.J. Linton

BS, Yale University; MA, Columbia University; MAA, Wesleyan University; PHD,
Columbia University
Professor of Mathematics, Emeritus

Michael D. Rice

BS, Western Mich University; MS, Western Mich University; PHD, Wesleyan
University
Professor of Computer Science, Emeritus

Lewis C. Robertson

BS, University of Chicago; MS, University of Chicago; PHD, University of California
LA

Professor of Mathematics, Emeritus

Robert A. Rosenbaum

MAA, Wesleyan University
University Professor of Sciences and Mathematics, Emeritus

Carol S. Wood

AB, Randolph Macon W College; MAA, Wesleyan University; PHD, Yale University
Edward Burr Van Vleck Professor of Mathematics, Emerita

DEPARTMENTAL UNDERGRADUATE ADVISING EXPERTS

DADCOM provides advice and transfer credit approval for students in mathematics. CADCOM provides advice and transfer credit approval for students in computer science.

COMPUTER SCIENCE MAJOR

ADMISSION TO THE MAJOR

To declare the computer science major, a student must have

- earned a C or higher in COMP211;
- either earned a C or higher in COMP212 or be enrolled in COMP212 and be earning a grade of C or higher based on completed work; and
- either earned a C or higher in MATH228 or MATH261 or be enrolled in MATH228 or MATH261 and be earning a grade of C or higher based on completed work.

Note: The MATH228 or MATH261 requirement applies to students declaring the COMP major after June 30, 2016.

MAJOR REQUIREMENTS

To complete the computer science major, a student must complete the following courses:

Required Courses

COMP211	Computer Science I	1
COMP212	Computer Science II	1
COMP301	Automata Theory and Formal Languages	1
COMP312	Algorithms and Complexity	1
COMP321	Design of Programming Languages	1
COMP331	Computer Structure and Organization (or COMP231 if taken before 2015-2016)	1
MATH228	Discrete Mathematics	1
or MATH261	Abstract Algebra: Groups, Rings, and Fields	
MATH221	Vectors and Matrices	1

or MATH223 Linear Algebra

Select two additional electives

2

Notes:

- Any **COMP** course at the **300+** level except COMP409–COMP410 can be used as an elective for the major.
- At most, one individual or group tutorial may be used as an elective unless prior approval is given.
- Only 1.0-credit courses taken A–F may be used to satisfy major requirements.

STUDENT LEARNING GOALS

- **Understanding abstraction:** At its heart, computer science is the study of abstractions for the purpose of understanding computation, and as such students must learn appropriate levels of abstraction for solving computational problems. All courses in the curriculum contribute to this goal.
- **Programming:** Students must learn how to program in a high-level language, as such programming is the primary tool in computer science. This is typically how students are first exposed to the field, and our majors achieve this goal in the freshman or sophomore year by taking the gateway sequence COMP 211—212.
- **Analysis:** Students must learn how to reason about computation; this includes analyzing algorithms and proving properties such as correctness and complexity, and requires an understanding of appropriate mathematical tools. The courses that focus primarily on this goal are COMP 312 (Design and Analysis of Algorithms) and COMP 321 (Design of Programming Languages).
- **Creation:** Students must learn how to create original computational structures; this requires an understanding of fundamental techniques in algorithm and data structure design and an ability to combine established techniques in novel ways. All courses in the curriculum contribute to this goal.
- **Limits:** Students must understand not only how to analyze and create computational structures, but also the limits of computation itself; this requires an understanding of the mathematical foundations and formalisms of computer science. This goal is primarily addressed in COMP 301 (Automata Theory and Formal Languages).

RELATED PROGRAMS OR CERTIFICATES

Informatics and Modeling Certificate. The department is an active participant in the Informatics and Modeling Certificate (wesleyan.edu/imcp (<http://wesleyan.edu/imcp>)). The certificate provides a framework to guide students in developing analytical skills based on the following two pathways:

- **Computational Science and Quantitative World Modeling (CSM):** wesleyan.edu/imcp/csm.html (<http://wesleyan.edu/imcp>)
- **Integrative Genomic Sciences (IGS):** wesleyan.edu/imcp/igs.html (<http://wesleyan.edu/imcp>)

The CSM pathway introduces students to modeling techniques and provides students with a foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena. The IGS pathway introduces students to the interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The department

offers courses that support both pathways, such as COMP211 and COMP212, and also offers special interdisciplinary courses for the IGS pathway, such as COMP327 and COMP350. The certificate requirements are described in the links for the two pathways.

BA/MA PROGRAM

This program provides an attractive option for mathematic majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/ba-ma.html (<http://wesleyan.edu/grad/degree-programs/ba-ma.html>). Advanced undergraduates may enroll in graduate (**500-level**) courses.

ADDITIONAL INFORMATION

COLLOQUIA AND SEMINARS

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in the computer science seminar.

HONORS

An undergraduate may achieve the BA with honors in computer science via the following route:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.

MATHEMATICS MAJOR

ADMISSION TO THE MAJOR

Every student is welcome to major in mathematics. Students are advised to finish calculus up to MATH222 and linear algebra (either MATH221 or MATH223) before making the decision.

MAJOR REQUIREMENTS

- A year of differential and integral calculus (typically MATH121 and MATH122)
- MATH221 or MATH223
- MATH222
- An elementary knowledge of algorithms and computer programming. (Successful completion of either COMP112 or COMP211 satisfies this requirement.)
- MATH261 and MATH225

- A coherent selection of four additional electives, chosen in consultation with an advisor from the department. Any **MATH** course at the **200+** level can be used as an elective for the major.

Notes:

- Students who have completed a year of calculus in high school may place out of one or both of MATH121 and MATH122.
- An AP score of 4 or 5 on the AB calculus exam indicates the student should begin in MATH122.
- An AP score of 4 or 5 on the BC calculus exam indicates the student should consider beginning in any of MATH221, MATH222, or MATH223.
- Students may not earn credit for both MATH221 and MATH223.
- Students must complete either MATH228 or MATH261 by the end of their junior year.
- With advance approval from the departmental advisory committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in **MATH** may be used toward the four-electives requirement. Please note, however, that both MATH225 and MATH261 must be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

STUDENT LEARNING GOALS

The department has the following learning goals for mathematics majors:

- Develop a basic understanding of, and computational facility with, major objects of mathematical and applied interest, such as functions, vector spaces, and groups.
- Understand abstract mathematical reasoning, e.g., understand an abstract system of rules, find examples of objects that satisfy those rules, conjecture theorems from those examples, and prove those theorems.
- Understand some mathematical applications and ways to use mathematics in practice, and be able to make connections to topics outside of the strict course content.
- Students should be able to write about and speak about mathematics, clearly and elegantly.

LANGUAGE REQUIREMENT

Undergraduate majors in mathematics are encouraged to study languages while at Wesleyan; majors who are considering graduate study in mathematics should note that graduate programs often require a reading knowledge of French, German, and/or Russian.

BA/MA PROGRAM

This program provides an attractive option for mathematics majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, visit wesleyan.edu/grad/degree-programs/ba-ma.html (<http://wesleyan.edu/grad/degree-programs/ba-ma.html>). Advanced undergraduates may enroll in graduate (**500**-level) courses.

ADDITIONAL INFORMATION

COLLOQUIA, SEMINARS, AND MATH CLUB

Lectures. The departmental colloquium series presents lectures on recent research by invited speakers from other institutions. Advanced undergraduates are welcome and encouraged to attend these colloquia and to participate in graduate seminars. All students interested in mathematics are invited to attend the annual Coven-Wood Lecture Series in Mathematics. The first talk in the series is accessible to students at all levels. The undergraduate Math Club hosts informal talks in mathematics and other mathematical activities.

HONORS

An undergraduate may achieve the BA with honors in mathematics via one of several routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member of the department's advisory committee. The candidate also is expected to prepare a public lecture on a topic chosen together with a faculty advisor.
- The comprehensive examination, offered by the department and/or by visiting consultants to select students nominated by the faculty.

GRADUATE MASTER OF ARTS IN MATHEMATICS AND COMPUTER SCIENCE

The department offers the MA in mathematics and also in computer science. The requirements for the master of arts degree are designed to ensure a basic knowledge and the capacity for sustained, independent scholarly study. At least three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree. Any program leading to the MA degree must be planned in consultation with the departmental Graduate Education Committee.

COURSES

Six one-semester graduate courses in addition to the research units MATH549 and MATH550 or COMP549 and COMP550 are required for the MA degree. The choice of courses will be made in consultation with the faculty advisor and the departmental Graduate Education Committee.

THESIS | DISSERTATION | DEFENSE

Thesis. The thesis is a written report of a topic requiring an independent search and study of the mathematical literature. Performance is judged largely on

scholarly organization of existing knowledge and on expository skill, but some indications of original insight are expected.

Defense. In the final examination, an oral presentation of the MA thesis, the candidate is to exhibit an expert command of the chosen specialty and a high degree of expository skill. The oral presentation may include an oral exam on the material in the first-year courses. A faculty committee evaluates the candidate's performance.

GRADUATE DOCTOR OF PHILOSOPHY IN MATHEMATICS

The doctor of philosophy degree demands breadth of knowledge, an intense specialization in one field, a substantial original contribution to the field of specialization, and a high degree of expository skill.

Five years are usually needed to complete all requirements for the PhD degree, and two years of residence are required. It is not necessary to obtain the MA degree en route to the PhD degree. Students may choose to obtain the MA in computer science and the PhD in mathematics. Any program leading to the PhD degree must be planned in consultation with the departmental Graduate Education Committee.

Among possible fields of specialization for PhD candidates are algebraic geometry, algebraic topology, analysis of algorithms, arithmetic geometry, categorical algebra, combinatorics, complex analysis, computational logic, data mining, elliptic curves, ergodic theory, fundamental groups, Galois theory, geometric analysis, graph theory, homological algebra, Kleinian groups and discrete groups, knot theory, logic programming, mathematical physics, model theory, model-theoretic algebra, number theory, operator algebras, probability theory, proof theory, topological dynamics, and topological groups.

COURSES

At least 16 one-semester courses are required for the PhD degree. Several of the courses are to be in the student's field of specialization, but at least three one-semester courses are to be taken in each of the three areas: algebra, analysis, and topology. First-year students are expected to take the three two-semester sequences in these areas. However, students interested in computer science may replace coursework in one of these areas with coursework in computer science, with the permission of the departmental Graduate Education Committee. One of the 16 courses must be in the area of logic or discrete mathematics, as construed by the departmental Graduate Education Committee.

LANGUAGE REQUIREMENT

Students must pass reading examinations in either French, German, or Russian. It is strongly recommended that PhD candidates have or acquire a knowledge sufficient for reading the mathematical literature in all three of these languages. Knowledge of one of these three languages is required.

PROGRESS AND QUALIFYING EXAMS

General preliminary examinations. The general preliminary examinations occur in the summer after the candidate's first year of graduate study and cover algebra, analysis, and topology (or computer science, in the case of students including this option among their three first-year subjects).

Special preliminary examination. For a graduate student to become an official PhD candidate as recognized by the department, the student has to pass the Special Preliminary Examination, an oral examination that must be passed by the end of the student's third year of graduate work. The student's Examination Committee determines the subject matter content of the Special Preliminary Examination. This committee is chaired by the student's dissertation advisor and must include at least two additional faculty members of the department. The Special Preliminary Examination will be based primarily, but perhaps not exclusively, on the student's field or specialization. Specific details of the form and content of the examination shall be determined by the Examination Committee at the time the subject matter content is discussed.

TEACHING

After passing the preliminary examinations, most PhD candidates teach one course per year, typically of 20 students, supervised by senior faculty.

THESIS | DISSERTATION | DEFENSE

- **Dissertation.** The dissertation, to be written by the PhD candidate under the counsel and encouragement of the thesis advisor, must contain a substantial original contribution to the field of specialization of the candidate and must meet standards of quality as exemplified by the current research journals in mathematics.
- **Selection of dissertation advisor.** A graduate student should select a dissertation advisor by the end of the student's second year of graduate work.
- **Defense of dissertation.** The final examination is an oral presentation of the dissertation in which the candidate is to exhibit an expert command of the thesis and related topics and a high degree of expository skill.

MEDIEVAL STUDIES PROGRAM

The medieval studies program provides an interdisciplinary context for students who wish to study the European Middle Ages. Students normally concentrate on one of three fields: art history and archaeology, history and culture, or language and literature. They are also expected to do coursework in the other fields. In certain cases the program may also provide a framework for students wishing to cross the somewhat arbitrary temporal, topical, and geographical boundaries of medieval studies to consider such problems as the relationship between classical and medieval literature or art, or the broader history of the preindustrial European societies.

Students have a number of opportunities to experience medieval materials firsthand, including working with rare manuscripts in Special Collections, singing in the Collegium Musicum, or participating on an archaeological dig. The Medieval Studies Department brings distinguished visitors to campus each year to give public talks and to work one-on-one with students. Field trips to places such as the Cloisters Museum in New York City and to concerts in the nearby area foster a sense of community in addition to providing access to materials.

The skills typically acquired by medieval studies students—knowledge of European history, ability to analyze “foreign” texts, experience handling artifacts and manuscripts, and familiarity with Latin—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

FACULTY

Jane Alden

BMU, Manchester University; MMU, King's College; PHD, University of North Carolina at Chapel Hill
Associate Professor of Music; Associate Professor, Medieval Studies

Francesco Marco Aresu

MA, Indiana University Bloomng; MA, Stanford University; PHD, Harvard University
Assistant Professor of Italian; Assistant Professor, Medieval Studies

Michael Armstrong Roche

BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews
Professor of History; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Medieval Studies; Professor, Feminist, Gender, and Sexuality Studies

Ruth Nisse

BA, Columbia University; PHD, University of California, Berkeley
Professor of English; Associate Professor, Medieval Studies

Jeff Rider

BA, Yale University; MA, University of Chicago; PHD, University of Chicago
Professor of French; Professor, Medieval Studies

Gary Shaw

BA, McGill University; DPHIL, Oxford University

Professor of History; Chair, History; Associate Editor, History and Theory; Professor, Medieval Studies

Jesse Wayne Torgerson

BA, Biola University; MA, University of California, Berkeley; PHD, University of California, Berkeley
Assistant Professor of Letters; Assistant Professor, Medieval Studies; Assistant Professor, History

DEPARTMENTAL ADVISING EXPERTS

Clark Maines, Ruth Nisse, Jeff Rider, Gary Shaw

MEDIEVAL STUDIES MAJOR

ADMISSION TO THE MAJOR

There are no requirements for admission to the medieval studies major. For information about the program, please visit our website at wesleyan.edu/medistud/ (<http://wesleyan.edu/medistud/>).

MAJOR REQUIREMENTS

Each student concentrating in medieval studies will be guided by a principal advisor within the field of specialization and two other faculty members from other fields of medieval studies. In some cases a consulting faculty member may be chosen from a field that is not an integral part of medieval studies but that is closely related to the student's main area of interest (e.g., classics, linguistics). At the beginning of the fifth semester, each student is expected to submit for approval by his or her advisor a tentative schedule of courses to be taken to fulfill the requirements of the major. Subsequent changes in this schedule may be made only with the approval of the advisor.

Medieval studies majors take classes in a broad range of fields, including art history, archaeology, history, languages and literature, music history, manuscript studies, and religious studies. They are required to take 10 upper-level courses that will normally conform to the following:

- Four courses in the student's chosen field of specialization
- Two courses in a second field of medieval studies
- One course in a third distinct field of medieval studies
- Three additional courses in any area of medieval studies, or in an outside field deemed, in consultation with the advisor, to be closely related to the student's work in subject matter or method. For example, a student specializing in medieval history may count toward the major a course in ancient history or historical method, while a student specializing in medieval literature may include a course in classical literature or in the theory of literary criticism.

A student may take more than four courses in his/her primary area of specialization, but only four will be counted toward the major.

At least one of the courses in the primary area of specialization should be a seminar, as should at least one of the courses in either the second or third fields.

STUDENT LEARNING GOALS

Medieval studies majors, through the study of methods in their chosen disciplines, will be expected to master the following skills:

- An ability to interpret intersections among the many cultures, religions, ethnicities, and identities of the European middle ages.
- The critical use of historical evidence across a range of disciplines.
- A comparative approach to medieval texts in various genres.
- The ability to construct arguments informed by ideas of temporalities and geographies that are currently debated by scholars in medieval studies.

STUDY ABROAD

Students majoring in the program are encouraged to spend at least one semester of study abroad and will be provided with assistance in planning their work abroad and in securing financial support for foreign study. Programs of study must be approved in advance by the student's advising committee.

LANGUAGE REQUIREMENT

All medieval studies majors are expected to have, at the latest by the beginning of their senior year, reading knowledge of at least one modern European foreign language. Latin is also strongly recommended. Ways of satisfying the language requirement can be determined by the advising committee of each student.

HONORS

Honors and high honors are awarded by vote of the medieval studies faculty to students whose coursework is judged to be of sufficiently high quality and who have done outstanding work on one or more of the following writing projects: a senior thesis, a senior essay, or a seminar paper nominated for honors or high honors by the instructor in the seminar. All writing projects will be evaluated by the individual advising committee before a recommendation for program honors is made. Students must file a statement of intent with the Honors Program and with the program chair before October 15th of the senior year. By vote of the medieval studies faculty, those who have been recommended for high honors in the program may be nominated for University Honors.

CAPSTONE EXPERIENCE

Students in the program are normally expected to complete at least one long paper that may be a senior thesis, a senior essay, or a seminar paper.

MEDIEVAL STUDIES MINOR

MINOR REQUIREMENTS

The medieval studies minor provides students with a basic knowledge of the European Middle Ages in the valuable context of an interdisciplinary framework.

Students minoring in medieval studies complete six courses cross-listed with **MDST** or approved by the chair of the medieval studies program. No more than three of these courses may be taken in any one department and at least two must be taken in arts and humanities and two in social sciences. At least four of these courses must be taken at Wesleyan; one or two may be taken while studying abroad or during the summer.

Minors are strongly encouraged to take at least two years of a modern foreign language. Minors who anticipate going on to graduate work in the medieval or early modern period are strongly encouraged to take at least two years of Latin as well.

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Molecular Biology and Biochemistry (MB&B) focuses on the molecular basis of life — on mechanisms by which cells process, integrate, and act on information to create and propagate living organisms. In keeping with the culture of liberal education at Wesleyan University, the MB&B major is designed to accommodate a broad range of academic interests *and* allow students to concentrate in particular disciplines such as molecular biology, biochemistry, biophysics, structural biology, cell biology, genetics, epigenetics, genomics, and computational modeling. The interdisciplinary nature and flexibility of the MB&B major also enables students to couple their affinity for biological sciences with other majors, including chemistry, mathematics and computer science, science in society, psychology, government, economics, etc. MB&B provides foundational training for a range of professional careers in medicine, public health, pharmaceutical/biotechnology industry, public policy, science journalism, and teaching, among others. We welcome students of all interests and backgrounds to join us.

FACULTY

Manju Hingorani

BS, University of Bombay; PHD, Ohio State University
Professor of Molecular Biology and Biochemistry; Chair, Molecular Biology and Biochemistry; Professor, Integrative Sciences

Scott G. Holmes

BS, College of William and Mary; PHD, University of Virginia
Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

Robert P. Lane

BA, Colgate University; PHD, California Institute Tech
Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

Amy MacQueen

BA, Columbia University; PHD, Stanford University
Associate Professor of Molecular Biology and Biochemistry

Michael A. McAlear

BS, McGill University; PHD, McGill University
Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

Ishita Mukerji

AB, Bryn Mawr College; PHD, University of California, Berkeley
Fisk Professor of Natural Science; Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

Michelle Aaron Murolo

BS, Clarion University Pa; PHD, Yale University
Associate Professor of the Practice, Molecular Biology and Biochemistry

Donald B. Oliver

BS, Brandeis University; MAA, Wesleyan University; PHD, Tufts University
Daniel Ayres Professor of Biology; Professor of Molecular Biology and Biochemistry; Professor, Integrative Sciences

Rich Olson

BA, Cornell University; PHD, Columbia University

Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

AFFILIATED FACULTY

Candice Marie Etson

BA, New York University; BFA, New York University; PHD, Harvard University
Assistant Professor of Physics; Assistant Professor, Molecular Biology and Biochemistry

Colin A. Smith

BA, New York University; PHD, University of California, San Francisco
Assistant Professor of Chemistry; Assistant Professor, Molecular Biology and Biochemistry; Assistant Professor, Integrative Sciences

Francis W. Starr

BS, Carnegie Mellon University; MS, Boston University; PHD, Boston University
Professor of Physics; Director, College of Integrative Sciences; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry

VISITING FACULTY

Sarah Melissa Kopac

BS, Fairfield University; PHD, Wesleyan University
Visiting Assistant Professor of Molecular Biology and Biochemistry

EMERITI

Anthony A. Infante

BA, Temple University; MAA, Wesleyan University; PHD, University of Pennsylvania
Professor of Molecular Biology and Biochemistry, Emeritus

Lewis N. Lukens

BA, Harvard University; MAA, Wesleyan University; PHD, University of Pennsylvania
Professor of Molecular Biology and Biochemistry, Emeritus

DEPARTMENTAL ADVISING EXPERTS

- Molecular Biophysics: (<http://wesleyan.edu/academics/faculty/imukerji/profile.html>)Ishita Mukerji (<http://wesleyan.edu/academics/faculty/imukerji/profile.html>)
- Integrative Genomic Sciences: Robert Lane (<http://wesleyan.edu/academics/faculty/rlane/profile.html>)
- General Undergraduate Program: Don Oliver (<http://wesleyan.edu/academics/faculty/doliver/profile.html>)

MOLECULAR BIOLOGY AND BIOCHEMISTRY MAJOR

ADMISSION TO THE MAJOR

Students are encouraged to begin course work toward the MB&B major in the first year so that they can take maximum advantage of upper-level **MB&B** courses, research, and study-abroad opportunities in later years. However, the major can certainly be completed successfully if initiated during sophomore year.

A prospective MB&B major can begin with the core introductory biology series (MB&B181/BIOL181 and MB&B182/BIOL182; associated laboratory MB&B191/BIOL191 and MB&B192/BIOL192) and/or the core general chemistry series (CHEM141/CHEM143 and CHEM142/CHEM144; associated laboratory, CHEM152). MB&B181 is offered in small sections rather than a single, large lecture class. These small sections allow for problem-based learning at a more individualized pace as students master the first semester of university-level biology.

MAJOR REQUIREMENTS

The molecular biology and biochemistry major requires the following course work:

Introductory Courses

MB&B181 & MB&B191	Principles of Biology I: Cell Biology and Molecular Basis of Heredity and Principles of Biology I--Laboratory	1.5
MB&B182 & MB&B192	Principles of Biology II and Principles of Biology II--Laboratory	1.5

General Chemistry

CHEM141/143	Introductory Chemistry I	1
CHEM142/144	Introductory Chemistry II	1
CHEM152	Introductory Chemistry Laboratory	0.25

Gateway Molecular Biology

MB&B208	Molecular Biology	1
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Organic Chemistry

CHEM251	Principles of Organic Chemistry I	1
CHEM252	Principles of Organic Chemistry II	1

Mathematics

Select one Mathematics course (calculus or statistics recommended)	1
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Physical Chemistry

MB&B381	Physical Chemistry for the Life Sciences	1
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Biochemistry

MB&B383	Biochemistry	1
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Advanced Laboratory

MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1
or MB&B395	Structural Biology Laboratory	

Electives

Select two elective courses, at least one of which must be a 300-level MB&B course	2
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Students are encouraged to take a seminar course, MB&B209, in the spring of the first or sophomore year.

Two consecutive semesters of research for credit (in the same laboratory) (MB&B421, MB&B422) with an MB&B faculty member (or a preapproved faculty

member in another department conducting research in molecular biology/biochemistry/biophysics) can be substituted for the **200-level** elective. Honors thesis (MB&B409 and MB&B410) does not count as an elective.

MB&B381 may be replaced by two semesters of introductory or general physics (PHYS111/PHYS113 and PHYS112/PHYS116) or physical chemistry (CHEM337 and CHEM338). In this case MB&B381 may count as the required **300-level** elective.

For potential elective courses outside of MB&B, including study-abroad courses, students must consult with their faculty advisor and the MB&B chair in a timely manner.

Majors interested in a concentration in molecular biology should take MB&B394, which is offered every spring semester and generally taken in the junior or senior year. Students interested in the molecular biophysics certificate should take MB&B395, which is offered every other year in fall semester.

MB&B majors are also encouraged to attend the MB&B/biology seminars (Thursdays at noon), the chemistry colloquium (Fridays at 3:30 p.m.), and/or the biological chemistry seminars (Mondays at 4 p.m.), wherein distinguished scientists from other institutions are invited to present their research to our community.

Note: Many MB&B majors take **200-** and **300-level** courses over the curriculum requirement to better prepare for graduate or medical school.

COURSES FOR NON-MAJORS

Nonlife-science majors are encouraged to consider MB&B111, MB&B119, MB&B181, or MB&B182 as part of their program to meet NSM requirements. See WesMaps (<https://www.wesleyan.edu/wesmaps>) for current course offerings.

MB&B228 is an introductory biochemistry course for non-majors intending to pursue a medical degree.

STUDENT LEARNING GOALS

- Acquire mastery of core foundational knowledge of molecular biology and biochemistry
- Acquire selective familiarity with our primary literature and bioinformatic databases
- Achieve familiarity with major questions at the forefront of our field
- Acquire mastery of analytical, quantitative, and creative approaches to analyze problems in our field and to synthesize them in order to create logical hypotheses and experimental plans
- Acquire ability to use multidisciplinary approaches to synthesize a cogent experimental plan
- Acquire mastery of important methodologies in our field
- Acquire mastery of a subset of hands-on methodologies in our field
- Acquire proficiency in oral, written, and visual modes of effective scientific communication

ADVANCED PLACEMENT

Prospective MB&B majors who have achieved a score of 4 or 5 in AP Biology may consider replacing one of the introductory biology courses (MB&B181 or MB&B182) with an upper-level course. Students must consult with an MB&B

faculty member if they wish to try to place out of an introductory course. Permission to place out of MB&B181 is based on a short interview with one of the MB&B faculty instructors and a short placement test.

Prospective MB&B majors who have achieved a score of 4 or 5 in AP Chemistry must meet the Chemistry Department requirements for advanced placement credit.

PRIZES

Hawk Prize: The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

William Firshein Prize: In honor of founding faculty member William Firshein, awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

Scott Biomedical Prize: Awarded to a member or members of the molecular biology and biochemistry senior class who have demonstrated excellence and interest in commencing a career in academic or applied medicine.

Dr. Neil Clendeninn Prize: Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

RELATED PROGRAMS OR CERTIFICATES

Certificate program in molecular biophysics (p. 193). An interdisciplinary program with faculty in the MB&B, chemistry, physics, and biology departments. To receive a certificate in molecular biophysics, a student should major in either the chemistry or MB&B department. Interested students must take MB&B395, MB&B383, MB&B381 or CHEM337 and CHEM338, two upper-level elective courses in molecular biophysics, and two semesters of Molecular Biophysics Journal Club (MB&B307 and MB&B308). Students are strongly encouraged to conduct independent research in the laboratory of a molecular biophysics program faculty member. Students interested in the molecular biophysics certificate should contact Professor I. Mukerji.

Certificate program in integrative genomic sciences (IGS). An integrative program of course work and research in the areas of bioinformatics, genomics, computational biology, and bioethics. IGS involves faculty and students in the life sciences, physical sciences, information sciences, and philosophy. Please see the website for current information on courses. Students interested in the IGS certificate should contact Professor R. Lane.

BA/MA PROGRAM

This program provides an attractive option for life science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, please visit the BA/MA Program (<http://wesleyan.edu/grad/degree-programs/ba-ma.html>) page.

ADDITIONAL INFORMATION

Undergraduate research is an important part of the program for many MB&B majors. Wesleyan's small but excellent graduate program makes it possible for majors to work at the cutting edge of discovery in molecular biology and biochemistry. MB&B majors not interested in laboratory work are encouraged to gain exposure to current research through journal clubs and seminars.

HONORS

To be considered for departmental honors, a student must

- be an MB&B major and be recommended to the department by a faculty member. The student is expected to have a B average (grade point average 85) in courses credited to the major.
- submit a thesis based on laboratory research or library research, performed under the supervision of an MB&B faculty member.

GRADUATE MOLECULAR BIOLOGY AND BIOCHEMISTRY PROGRAM

The Molecular Biology and Biochemistry (MB&B) Department supports a graduate program with emphasis in molecular genetics, molecular biology, biochemistry, and molecular biophysics. The MB&B graduate program is designed to lead to the degree of doctor of philosophy. A master of arts degree is awarded only under special circumstances. The department currently has 20 graduate students, and the graduate program is an integral part of the departmental offerings. Graduate students serve as teaching assistants in undergraduate courses, generally during their first two years. The emphasis of the program is on an intensive research experience culminating in a dissertation. The program of study also includes a series of courses covering the major areas of molecular biology, biochemistry, and biophysics; journal clubs in which current research is discussed in an informal setting; practica designed to introduce first-year students to the research interests of the faculty; and several seminar series in which either graduate students or distinguished outside speakers participate. The low student-faculty ratio (2.5:1) allows programs to be individually designed and ensures close contact between the student and the faculty.

COURSES

Ideally, incoming students will have completed courses in general biology, cell and molecular biology, genetics, biochemistry, general chemistry, organic chemistry, physical chemistry, and calculus. Deficiencies in any of these areas would normally be made up in the first year. A core curriculum of graduate courses in the following areas is given on a two-year cycle:

- nucleic acid structure,
- biosynthesis and its regulation,
- regulation of gene expression,

- regulation of chromosome dynamics,
- structural mechanisms and energetics of protein-nucleic-acid interactions,
- protein structure and folding,
- protein trafficking in cells,
- physical techniques,
- molecular genetics,
- the cell cycle,
- biological spectroscopy,
- bioinformatics and functional genomics, and
- molecular, biochemical, and cellular bases of cancer and other human diseases.

Additional graduate course electives are also available. Within this general framework, an individual program of study tailored to fit the student's background and interests is designed in consultation with the graduate committee and the student's advisor.

PROGRESS AND QUALIFYING EXAMS

The criteria for admission to candidacy for the PhD will be performance in courses, aptitude for research, a written qualifying examination at the end of the third semester, and the oral defense of an original research proposal by the middle of the fourth semester.

TEACHING

Normally, three to four semesters of teaching are required.

RESEARCH

- control of DNA replication
- mechanism of protein secretion
- global regulations of ribosomal biogenesis in the yeast *S. cerevisiae*
- mechanisms of DNA replication and repair
- protein-protein and protein-nucleic-acid interactions
- the structural dynamics of nucleic acids and proteins
- chromosome structure and gene expression
- UV resonance Raman spectroscopy of biological macromolecules
- biological assembly mechanisms
- protein fiber formation in disease
- enzyme mechanisms
- the olfactory system and new frontiers in genome research
- elucidation of membrane protein function by x-ray crystallography

CONCENTRATIONS

The Chemistry Department and the Molecular Biology and Biochemistry Department offer an interdepartmental certificate in molecular biophysics supported by a training grant from the National Institutes of Health. This program is designed to prepare students for research and careers that combine interests in the physical and life sciences. Interested students are encouraged to consult David Beveridge or Irina Russu in the Chemistry Department or Manju Hingorani or Ishita Mukerji in the MB&B Department.

ADDITIONAL INFORMATION

For additional information, please visit the department website at wesleyan.edu/mbb/grad_studies (http://wesleyan.edu/mbb/grad_studies).

MUSIC

The Music Department is based on the belief that all of the world's musics warrant close study and that all musicians should cultivate the ability to engage with unfamiliar musical traditions. The department provides performance opportunities for the entire Wesleyan community through orchestra, Chinese orchestra, concert choir, the Collegium Musicum, organ, South Indian voice and percussion instruction, wind ensemble, jazz orchestra, Korean drumming and creative music ensemble, laptop ensemble, Javanese gamelan, West African drumming, South Indian music, steel band, and taiko. These offerings are supplemented by an extensive private lessons program. Courses in music history, music as a cultural practice, music theory, and composition are offered at both undergraduate and graduate levels. Music majors design their own programs of study in consultation with an advisor. Program proposals must demonstrate a balance between performance, historical/cultural study, and music theoretic/compositional investigation. Each proposal is reviewed by the director of undergraduate study and ratified by the entire department.

FACULTY

Jane Alden

BMU, Manchester University; MMU, King's College; PHD, University of North Carolina at Chapel Hill
Associate Professor of Music; Associate Professor, Medieval Studies

B. Balasubrahmaniyan

BA, University of Madras; MA, University of Madras; MPHIL, University of Madras
Adjunct Associate Professor of Music

Neely Bruce

BMU, University of Alabama; DMU, University of Illinois Urbana; MAA, Wesleyan University; MMU, University of Illinois Urbana
John Spencer Camp Professor of Music; Professor of Music

Eric Charry

BMU, New England Conservatory of Music; MFA, Princeton University; MMU, New England Conservatory of Music; PHD, Princeton University
Professor of Music; Professor, Latin American Studies

Ronald Ebrecht

BM, Southern Methodist University; MM, Yale University
Artist-in-Residence, Music; University Organist

Roger Mathew Grant

BM, Ithaca College; PHD, University of Pennsylvania
Assistant Professor of Music

I. Harjito

MA, Akademi Seni Karavitan
Artist-in-Residence, Music

Jay Clinton Hoggard

BA, Wesleyan University; MA, Wesleyan University
Professor of Music; Professor, African American Studies

Ronald J. Kuivila

BA, Wesleyan University; MFA, Mills College
Professor of Music; Director, Electronic Music and Recording Studios

Paula Matthusen

BM, University of Wisconsin; MA, New York University; PHD, New York University

Associate Professor of Music; Chair, Music

David Paul Nelson

BA, Kalamazoo College; MFA, California Institute of Arts; PHD, Wesleyan University
Adjunct Assistant Professor of Music

Nadya Potemkina

MM, University Nthrn Iowa; MM, Ball State University
Adjunct Assistant Professor of Music; Adjunct Assistant Professor, Russian, East European, and Eurasian Studies

Tyshawn Sorey

BM, William Paterson College of NJ; MA, Wesleyan University
Assistant Professor of Music

Prof. Sumarsam

BA, Akademi Seni Karavitan; MA, Wesleyan University; PHD, Cornell University
Winslow-Kaplan Professor of Music; Professor of Music

Su Zheng

BA, Central Conservatory of Music; MA, New York University; PHD, Wesleyan University
Associate Professor of Music; Associate Professor, East Asian Studies; Associate Professor, Feminist, Gender, and Sexuality Studies

AFFILIATED FACULTY

Limin Li

Visiting Scholar in Music

VISITING FACULTY

Adwoa Arhine

Visiting Instructor in Music

Noah Baerman

BM, Rutgers U School Arts; MM, Rutgers U School Arts
Director, Jazz Ensemble

John E Biatowas

Director, Chamber Music Ensemble

John Wesley Dankwa

BA, University of Cape Coast; MA, University of Cape Coast
Visiting Artist-in-Residence in Music

Jin Hi Kim

BA, Seoul National University; MFA, Mills College
Visiting Assistant Professor of Music

Salvatore LaRusso

BMU, Eastman School Of Music; MS, Fairfield University
Director of the Wesleyan Wind Ensemble

Barbara Merjan

BA, Ithaca College; MA, New York University
Visiting Instructor in Music

Marichal B Monts

BA, Wesleyan University
Conductor, Ebony Singers

Ender Terwilliger

Visiting Instructor in Music

Alex Waterman

BMU, Oberlin College; PHD, New York University
Visiting Assistant Professor of Music

EMERITI

Abraham C. Adzenyah

BA, Goddard College; MA, Wesleyan University
Adjunct Professor of Music, Emeritus

Anthony Delano Braxton

John Spencer Camp Professor of Music, Emeritus

Alvin A. Lucier

BA, Yale University; MAA, Wesleyan University; MFA, Brandeis University
John Spencer Camp Professor of Music, Emeritus

Mark Slobin

BA, University of Michigan; MA, University of Michigan; PHD, University of Michigan
Winslow-Kaplan Professor of Music, Emeritus

Melvin H. Strauss

BA, Rutgers University; DFA, Cornish Institute; MA, New York University
Adjunct Professor of Music, Emeritus

PRIVATE MUSIC LESSON INSTRUCTORS

Roy Wiseman - Bass

Garrett Bennett - Bassoon

Julie Ribchinsky - Cello

Charlie Suriyakham - Clarinet

Pheeroan Aklaff - Drums

Peter Craig Edwards - Fiddle

Peter Standaart - Flute

Robert Hoyle - French Horn

Carver Blanchard - Guitar, Lute

Cem Duruoz - Guitar

Tony Lombardozi - Guitar, Jazz and Blues

Megan Sesma - Harp, Classical and Folk

Stan Scott - Mandolin/Banjo/Guitar/North Indian Vocal

Libby Van Cleve - Oboe

Eugene Bozzi - Percussion and Drums

Carolyn Halsted - Piano

William Braun - Piano

Fred Simmons - Piano, Jazz

John Bergeron - Recording Studio Production

Garrett Bennett - Saxophone

Robert Earhart - Trombone

Nancy Brown - Trumpet, Classical

Allison Lazur - Tuba

Marvin Warshaw - Viola

Perry Elliot - Violin Performance

Priscilla Gale - Voice

Chai-lun Yueh - Voice

Giacomo Gates - Voice, Jazz

UNDERGRADUATE DEPARTMENTAL ADVISING EXPERTS

Paula Matthusen; B. Balasubrahmaniyan

MUSIC MAJOR

MAJOR DESCRIPTION

Major programs are put together by the students in consultation with their advisors. The programs reflect the individual interests and needs of the students. The department requires that a program proposal, including all music courses previously taken and those planned for the future, be submitted at the time of application to be a major. A major program should have a healthy balance between courses in music history and culture; courses in music analysis, theory and composition; and courses in performance. It is a fundamental principle of the Wesleyan music program that the study of music and the experience of music should reinforce and inspire each other. A major program must show evidence of work in at least one musical tradition outside the area of the student's prime concentration. The understanding that comes with new experiences is an essential part of the music opportunity at Wesleyan.

A music major's possible foci of study include Western classical music; new and experimental music; African American, Indonesian, Indian, and African musics; and European and American music outside the art tradition. These and other possibilities are not mutually exclusive but can be studied in combinations that reflect the interests of individual students. The music profession is international. In many areas of music study, at least one foreign language is essential.

ADMISSION TO THE MAJOR

PREREQUISITES TO THE MUSIC MAJOR:

One Course in the Music Theory Gateway Category 1

MUSC103	Materials and Design
MUSC201	Tonal Harmony
MUSC202	Theory and Analysis
MUSC210	Theory of Jazz Improvisation

Note: MUSC103, a prerequisite for all other theory classes, may be waived on the basis of a placement test. For AP Music Theory credit questions, see "Additional Information."

One Course in the History/Culture Gateway Category 1

MUSC102	World Music
MUSC105	Music History Seen From Keyboard Instruments
MUSC106	History of European Art Music
MUSC109	Introduction to Experimental Music
MUSC110	Introduction to South Indian Music
MUSC111	Music and Theater of Indonesia
MUSC115	Introduction to North Indian Music

Note: For the Class of 2019, the history/culture capability prerequisite can be met with any course in that category.

One Course in the Performance Category 1

MUSC 405 through MUSC 499

Note: MUSC405 satisfies the prerequisite but will not count toward the requirements for the major.

MAJOR REQUIREMENTS

Music majors take four courses in each of three capabilities: theory/composition, history/culture, and performance. Two additional courses from the **MUSC300**-level Seminars for Music Majors bring the number of music credits to 14. The required senior project or senior honors thesis brings the total number of music credits to 15 or 16, respectively. Diversity of musical experience is a core value of the Music Department and is expected of all music majors. To move toward this goal, at least two of the 14 music credits must be outside the student's main area of interest.

The Music Department expects its majors to continue to refine and extend their performance skills throughout their undergraduate careers, which may mean accumulating more than 15 or 16 credits in music. No more than 16 credits in music may be counted toward the 32 credits required for graduation, however, and students must therefore complete 16 or 17 credits outside of music.

COURSES FOR NON-MAJORS

With the exception of MUSC300, all classes offered by the Music Department are open to non-majors.

GENERAL EDUCATION

Music majors are advised to complete their General Education Expectations (three each of HA, NSM, and SBS courses). Prospective majors who have not taken enough courses outside of the Music Department may be refused entry into the major. Students who fail to fulfill the General Education Expectations are generally not considered for department prizes and honors.

STUDENT LEARNING GOALS

AT GRADUATION, MUSIC MAJORS WILL BE ABLE TO:

- Think analytically and critically about musical languages, histories, and cultures
- Write effectively about music
- Perform and/or create music with proficiency and creativity
- Engage unfamiliar traditions and paradigms of humanly organized sound with sensitivity and insight
- Apply their musical knowledge and skills within broader investigations of the human experience

ADVANCED PLACEMENT

AP THEORY CREDIT IS CONSIDERED AS FOLLOWS: AP THEORY CREDIT ON THE STUDENT'S WESLEYAN TRANSCRIPT

- Counts as one of the 4 theory/composition requirements for the music major
- Student needs to complete 3 additional theory/composition credits for the major

PASSED THE AP TEST WITH A 4 OR 5 BUT WILL NOT HAVE THE CREDIT ON THE STUDENT'S WESLEYAN TRANSCRIPT

- Student may begin theory coursework at a higher level
- Student will still be required to take 4 theory/composition courses for the major

STUDENTS WITH QUESTIONS REGARDING AP THEORY

- Should meet with the theory faculty of the Music Department teaching MUSC103 to discuss options

PRIZES

MERIT-BASED AWARDS THAT MAY BE AWARDED ANNUALLY ELIZABETH VERVEER TISHLER PRIZE

Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance.

GWEN LIVINGSTON POKORA PRIZE

Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

LEAVELL MEMORIAL PRIZE

Awarded annually to a senior who has done outstanding work in music and whose work

manifests the ideals of the World Music Program in the Music Department.

LIPSKY PRIZE

The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unfailing kindness, quiet dignity, and brilliant scholarship.

SAMUEL C. SILIPO PRIZE

Awarded annually for the most valuable player(s) of the Wesleyan orchestra.

ADDITIONAL INFORMATION

SPECIAL ACTIVITIES

The department supports a number of unusual activities, many of which are available to the student body in general as well as to music majors. Among them are ensembles in various Asian, African, American, and European traditions, as well as a variety of chamber ensembles.

PRIVATE LESSONS PROGRAM

Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, \$795 per semester, is charged for these private lessons (financial aid may be available to students eligible for university financial aid). Approved music majors in their junior and senior years are eligible for partial subsidy when taking one (1) private lesson, per semester, for academic credit with a private-lessons teacher.

DEPARTMENTAL COLLOQUIUM

An ongoing departmental colloquium is intended for the entire music community. It includes presentations by Wesleyan faculty, students, and outside speakers and encourages general discussion of broad issues in the world of music.

FACILITIES

The study facilities include a working collection of musical instruments from many different cultures; a music-instrument manufacturing workshop; a 45-piece Javanese *Gamelan* Orchestra; a large formal concert hall and a small multipurpose concert hall; an electronic music studio coupled to a professional recording studio; a computer-arts studio capable of producing electronic music, video art, and environmental simulations; a music and record library; an electronic keyboard lab; and an archive of world music.

COURSES

The following is a listing according to capabilities of courses offered by the department:

Theory Gateways

MUSC103	Materials and Design	1
MUSC201	Tonal Harmony	1
MUSC202	Theory and Analysis	1
MUSC210	Theory of Jazz Improvisation	1

History/Culture Gateways

MUSC102	World Music	1
MUSC105	Music History Seen From Keyboard Instruments	1
MUSC106	History of European Art Music	1
MUSC109	Introduction to Experimental Music	1

MUSC110	Introduction to South Indian Music	1
MUSC111	Music and Theater of Indonesia	1
MUSC115	Introduction to North Indian Music	1
FYS Courses		
MUSC116	Visual Sounds: Graphic Notation in Theory and Practice	1
MUSC122	Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture	1
MUSC125	Music and Downtown New York, 1950-1970	1
MUSC129	The Art of Listening	1
Theory/Composition		
MUSC203	Chromatic Harmony	1
MUSC204	20th-Century Compositional Techniques	1
MUSC205	Song: Music and Text	1
MUSC206	18th-Century Counterpoint	1
MUSC207	Orchestration	1
MUSC208	Post-Tonal Music Theory	1
MUSC212	South Indian Music: Solkattu	1
MUSC220	Composing, Performing, and Listening to Experimental Music	1
MUSC222	Sound Art, Music, and Interactive Media	1
MUSC223	Music, Recording, and Sound Design	1
MUSC230	Music Theater Workshop (cross list)	1
MUSC231	Performing Arts Videography (cross list)	1
History/Culture		
MUSC108	History of Rock and r&b	1
MUSC127	Popular Music in Contemporary China	1
MUSC241	Medieval and Renaissance Music (cross list)	1
MUSC242	Baroque and Classical Music	1
MUSC243	Music of the 19th Century	1
MUSC244	Music of the 20th Century	1
MUSC246	The Symphony: Evolution of Genre	1
MUSC250	Film and Folk Music of India	1
MUSC261	Music and Modernity in China, Japan, and Korea	1
MUSC269	Sacred and Secular African American Musics	1
MUSC274	Hymnody in the United States Before the Civil War	1
MUSC275	Music and Downtown New York	1
MUSC276	History of Musical Theater (cross list)	1
MUSC277	Jazz Avant-Gardes	1
MUSC280	Sociology of Music in Social Movements (cross list)	1
MUSC285	Modernism and the Total Work of Art (cross list)	1
MUSC286	Playing with Sound: Ludic Performance, Games, and Music as Play	1
MUSC287	Performing the Posthuman: Music and Auditory Culture in the Age of Animantities	1
MUSC288	Music, Sound, and the Environment in the Anthropocene	1
MUSC289	Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive	1
MUSC290	How Ethnomusicology Works	1

MUSC291	The Gendering of Music in Cross-Cultural Perspective	1
MUSC294	Queer Opera	1
MUSC295	Global Hip-Hop	1
Major Seminars		
MUSC300	Seminar for Music Majors	1
MUSC304	Arranging and Composing for Jazz Orchestra	1
Performance/Study Groups		
MUSC405	Private Music Lessons for Nonmusic Majors	1
MUSC406	Private Music Lessons for Declared Music Majors	1
MUSC413	Korean Drumming and Creative Music	1
MUSC416	Beginning Taiko--Japanese Drumming Ensemble	1
MUSC418	Advanced Taiko--Japanese Drumming Ensemble	1
MUSC428	Chinese Music Ensemble	1
MUSC430	South Indian Voice--Beginning	1
MUSC431	South Indian Voice--Intermediate	1
MUSC432	South Indian Voice--Advanced	1
MUSC433	South Indian Music--Percussion	1
MUSC434	Improvisational Techniques in South Indian Music	1
MUSC436	Wesleyan Concert Choir	1
MUSC438	Wesleyan University Collegium Musicum (cross list)	1
MUSC439	Wesleyan University Orchestra	1
MUSC440	Instrumental Conducting	1
MUSC441	Pipe Organ in Theory and Practice, from Sanctuary to Stage: A Performance-Based Examination of Music	1
MUSC442	Chamber Music Ensemble	1
MUSC443	Wesleyan Wind Ensemble (WesWinds)	1
MUSC445	West African Music and Culture--Beginners	1
MUSC446	West African Music and Culture--Intermediate	1
MUSC447	West African Music and Culture--Advanced	1
MUSC448	Ebony Singers: Gospel Music	0.5
MUSC450	Steelband	1
MUSC451	Javanese Gamelan--Beginners	1
MUSC452	Javanese Gamelan--Advanced	1
MUSC455	Jazz Ensemble	1
MUSC456	Jazz Improvisation Performance	1
MUSC457	Jazz Orchestra I	1
MUSC458	Jazz Orchestra II	1
MUSC459	Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part I	1
MUSC460	Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part II	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
MUSC464	Laptop Ensemble	1
Graduate Courses		
MUSC500	Graduate Pedagogy	0.5
MUSC505	Topics in Applied Ethnomusicology/Public Musicology	1
MUSC506	Reading Ethnomusicology	1

MUSC507	Practicing Ethnomusicology	1
MUSC508	Graduate Seminar in Composition	1
MUSC509	Special Studies in Contemporary Music	1
MUSC510	Graduate Proseminar in World Music Studies	1
MUSC513	Improvisation in Cross-Cultural Perspective	1
MUSC519	Current Issues in Ethnomusicology	1
MUSC520	Explorations in Musicology	1
MUSC521	Seminar in Interdisciplinary Studies	1
MUSC522	Seminar in Comparative Music Theory	1
MUSC530	Department of Music Colloquium	0.25

HONORS

The senior project requirement may be satisfied by the completion of an honors project, a project that may encompass a composition, a concert, etc., but the honors project always contains a substantial written component; for this reason it is called the honors thesis. An honors thesis satisfies the departmental requirement for a senior project, even if it is not awarded honors. The honors thesis tutorial is always a two-semester undertaking.

CAPSTONE EXPERIENCE

All music majors are required to complete a senior project by the end of their final year. The purpose of the project is to give focus to the major by means of independent, creative work and to encourage independent study with the close advice and support of a faculty member. Students who choose to undertake an honors thesis may count this as their senior project.

GRADUATE MUSIC PROGRAM

The World Music Program offers degrees at both the master's and doctoral levels. The MA in music has concentrations in scholarship (ethnomusicology/musicology), experimental music/composition, and performance. The PhD is in ethnomusicology only. Many musics are represented by faculty members through teaching and performing African American, Indonesian, West African, the Caribbean, East Asian, South Indian (*Karnatak*), Euro-American, and experimental music, and there are many opportunities for individual and ensemble study/performance.

Director of Graduate Studies in Music: Roger Mathew Grant

COURSES

DEGREE OF MASTER OF ARTS

A total of 11 credits of coursework. Students are required to take MUSC510, four graduate seminars other than MUSC510 (two in the area of concentration), two performance courses, a course outside the department, a two-semester thesis tutorial (MUSC591/MUSC592), and four semesters of MUSC530.

DEGREE OF DOCTOR OF PHILOSOPHY

Satisfactory completion of courses totaling at least 12 credits. Students are required to take three core seminars (MUSC519, MUSC521, MUSC520/MUSC522), three elective graduate-level seminars other than the core seminars (two of which may be satisfied with appropriate courses already taken at the master's level), two credits of performance (in different musics), one course outside the department, two credits of thesis tutorial (MUSC591/MUSC592), and four semesters of MUSC530.

LANGUAGE REQUIREMENT

One foreign language is required for the MA. All incoming students are required to take the language examination administered by the department at the beginning of their first term.

Two foreign languages are required for the PhD: one field language and one research language. All incoming students are required to take the language examination administered by the department at the beginning of their first term.

PROGRESS AND QUALIFYING EXAMS

Qualification for the degree of doctor of philosophy. At the conclusion of the second year in residence, students take a qualifying examination consisting of a set of essays and a follow-up oral examination.

THESIS | DISSERTATION | DEFENSE

- **Thesis and defense.** The thesis must constitute an archivable product displaying mastery of and an original contribution to the understanding of an aspect of world music. The MA thesis may follow various formats and modes of musical investigation, but performance per se does not constitute a thesis without substantial written ancillary materials. Work such as bibliographies, translations, and journals do not normally constitute theses. After completing all department requirements and acceptance of the thesis by the committee, the candidate is scheduled for an oral thesis defense administered by the committee.
- **Dissertation and defense.** The dissertation must constitute an archivable product displaying mastery of and an original contribution to the understanding of an aspect of world music. After completing all department requirements and acceptance of the dissertation by the committee, the candidate is scheduled for an oral dissertation defense administered by the committee.

ADDITIONAL INFORMATION

For additional information, please visit the department website at wesleyan.edu/music/graduate. (<http://wesleyan.edu/music/graduate>)

NEUROSCIENCE AND BEHAVIOR

Neuroscience is a discipline that probes one of the last biological frontiers in understanding ourselves. It asks fundamental questions about how the brain and nervous system work in the expression of behavior. As such, the field takes on a clear interdisciplinary character: All scientific levels of organization (behavioral, developmental, molecular, cellular, and systems) contribute to our understanding of the nervous system. Neuroscience has been a field of particularly active growth and progress for the past two decades, and it is certain to be an area where important and exciting developments will continue to occur. At Wesleyan, the neurosciences are represented by the teaching and research activities of faculty members in the departments of biology and psychology. The neuroscience and behavior (NS&B) curriculum is both comprehensive and provides diverse approaches to learning. Through lecture/seminars, lab-based methods courses, and hands-on research experience, students are afforded a rich educational experience. Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to BA/MA and PhD degrees. This attribute, together with the high success rate of faculty in obtaining research grant support, further enhances the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories. The mission of the NS&B program is to provide the foundation for a variety of career options in science, medicine, and private industry. For more information, see wesleyan.edu/nsb/ (<http://wesleyan.edu/nsb/>).

FACULTY

Gloster B. Aaron

BA, Oberlin College; PHD, University of Pennsylvania
Associate Professor of Biology; Chair, Neuroscience and Behavior; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

David Bodznick

BS, University of Illinois Urbana; MAA, Wesleyan University; PHD, University of Washington
Professor of Biology; Professor, Neuroscience and Behavior

Barbara Jean Juhasz

BA, Binghamton University; MA, University Mass Amherst; PHD, University of Massachusetts Amherst
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

John Kirn

BA, University of Denver; MA, Bucknell University; PHD, Cornell University
Professor of Biology; Professor, Neuroscience and Behavior

Matthew M. Kurtz

BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Chair, Psychology; Professor, Neuroscience and Behavior

Psyche Loui

BS, Duke University; PHD, University of California, Berkeley
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

Janice R. Naegele

BA, Mount Holyoke College; PHD, Massachusetts Institute of Technology
Alan M. Dachs Professor of Science; Professor of Biology; Professor, Neuroscience and Behavior

Andrea L. Patalano

BA, Brown University; MA, University of Michigan; PHD, University of Michigan
Professor of Psychology; Professor, Neuroscience and Behavior

Mike Robinson

BS, University of Sussex; MS, McGill University; PHD, McGill University
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

Charles A. Sanislow

BS, Northrn Michigan Univ; MA, Ball State University; PHD, Duke University
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior

Helen B. Treloar

BS, University of Melbourne; PHD, University of Melbourne
Assistant Professor of the Practice, Neuroscience and Behavior

AFFILIATED FACULTY

Stephen H. Devoto

BA, Haverford College; PHD, Rockefeller University
Professor of Biology; Professor, Neuroscience and Behavior

VISITING FACULTY

Nihal C. de Lanerolle

BA, Cambridge University; DS, University of Sussex; MA, Cambridge University; PHD, University of Sussex
Visiting Professor of Neuroscience and Behavior

DEPARTMENTAL ADVISING EXPERT

Gloster Aaron

NEUROSCIENCE AND BEHAVIOR MAJOR

ADMISSION TO THE MAJOR

One or more of the foundation courses in biology (BIOL181, BIOL182) are prerequisites for the advanced **NS&B** courses offered by the Biology Department. Although not legislated as prerequisites, NS&B213 and **NS&B** laboratory courses provide important conceptual and practical background for independent research in the junior and senior years. The ideal course sequence would include BIOL181 and BIOL182 along with chemistry in the first year. In the sophomore year, one would take NS&B213. The other required courses and research tutorials would be spread out over the last two years. For information on the

pathway through the major, please visit wesleyan.edu/nsb/pathways.html (<http://www.wesleyan.edu/nsb/pathways.html>) for further information.

To be admitted to the major during March of the sophomore year, a student must have completed, with grades of C- or better, at least two of the full-credit courses listed in foundation and core courses that follow. At least one of these credits must be either NS&B213 or BIOL181.

MAJOR REQUIREMENTS

FOUNDATION COURSES

- BIOL181 Principles of Biology I
- BIOL191 Principles of Biology I-Laboratory
- BIOL182 Principles of Biology II
- BIOL192 Principles of Biology II-Laboratory
- CHEM141/CHEM142 Introductory Chemistry I/II or CHEM143/CHEM144 Principles of Chemistry I/II
- CHEM251/CHEM252 Principles of Organic Chemistry I/II
- Two additional courses from the following (beginning with the graduating class of 2016):
 - Physics (PHYS111 or PHYS112 or PHYS113 or PHYS116)
 - Psychology (PSYC105)
 - Mathematics (MATH117 or higher); and/or
 - Computer science (COMP112, COMP211 or higher)

CORE COURSE

- NS&B213 Behavioral Neurobiology

ADVANCED COURSES

Five advanced courses from the following list are required for students; two must be cross-listed with biology; two cross-listed with psychology; and one, a research tutorial or methodological course.

Cross-listed with biology

- NS&B224 Hormones, Brain, and Behavior
- NS&B239 Functional Anatomy of the Human Brain
- NS&B245 Cellular Neurophysiology
- NS&B249 Neuroethology
- NS&B252 Cell Biology of the Neuron
- NS&B254 Comparative Animal Behavior
- NS&B299 Waves, Brains, and Music
- NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
- NS&B317 Neuroethics
- NS&B325 Stem Cells: Basic Biology to Clinical Application
- NS&B328 Chemical Senses
- NS&B343 Muscle and Nerve Development
- NS&B345 Developmental Neurobiology
- NS&B347 Mammalian Cortical Circuits
- NS&B351 Neurobiology of Learning and Memory
- NS&B353 Neurobiology of Neurological Disorders
- NS&B360 Neuroplasticity: How Experience Changes the Brain

Cross-listed with psychology

- NS&B220 Cognitive Psychology
- NS&B222 Sensation and Perception
- NS&B225 Cognitive Neuroscience
- NS&B227 Motivation and Reward
- NS&B228 Clinical Neuropsychology
- NS&B239 Functional Anatomy of the Human Brain
- NS&B308 Psychology of Action
- NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
- NS&B317 Neuroethics
- NS&B329 Neural Costs of War
- NS&B341 Psychology of Learning and Memory
- NS&B342 Music Perception and Cognition
- NS&B348 Origins of Knowledge
- NS&B353 Neurobiology of Neurological Disorders
- NS&B356 Neurodevelopmental Disorders

Research methods and practica

- BIOL320 Quantitative Methods for the Biological and Environmental Sciences
- MATH132 Elementary Statistics
- NS&B210 Research Methods in Cognition
- NS&B215 Research Methods: Behavioral Methods in Animal Research
- NS&B243 Neurohistology
- NS&B247 Laboratory in Neurophysiology
- NS&B250 Laboratory in Cellular and Behavioral Neurobiology
- NS&B280 Applied Data Analysis
- NS&B383 Advanced Research in Learning and Memory
- NS&B390 Experimental Investigations into Reading
- NS&B392 Behavioral Methods in Affective Neuroscience
- NS&B398 Advanced Research in Auditory Cognitive Neuroscience
- NS&B399 Lab in Gambling, Drugs, and Junk Food
- NS&B409/NS&B410 Senior Thesis Tutorial or NS&B423/NS&B424 Advanced Research Seminar for two semesters, both in the lab of the same faculty member
- PSYC200 Statistics: An Activity-Based Approach

Note: MATH132 can be taken to meet requirements for either the methodological or foundation major requirements, but not both. Methodological courses cannot be credited toward the requirements of advanced courses cross-listed with biology or psychology.

Courses of relevance outside the program. Though not requirements of the major, students should be aware that courses in organic chemistry and molecular biology, as well as courses in non-neuroscience areas of biology and psychology, complement the **NS&B** major and should be considered, in consultation with your advisor, when planning your program of study.

SUBSTITUTING OUTSIDE COURSES FOR CREDIT TO THE MAJOR

Foundation courses: A student who has taken foundation courses outside of Wesleyan may be able to apply them to the major. As a general rule, courses acceptable to the biology, chemistry, and physics departments for university

credit are acceptable to the NS&B program for substitution for foundation courses.

Advanced courses: Advanced courses, inside or outside of the University, might be acceptable as substitutes for the advanced courses of the NS&B major. In general, only one such course can be substituted, and approval must be obtained in advance from the program director.

UNDERGRADUATE RESEARCH

NS&B majors are encouraged to become involved in the research of the faculty. Research tutorials and senior thesis tutorials are taken with mode of grading and amount of credit to be arranged with the research supervisor. Research tutorials are numbered NS&B411/NS&B412, NS&B409/NS&B410, and NS&B423/NS&B424. These courses can fulfill the research methods requirement or can receive graduation credit. For the most up-to-date information on NS&B faculty research, please visit our department website (<http://www.wesleyan.edu/nsb>).

STUDENT LEARNING GOALS

Our program offers a curriculum that encourages fluency across multiple disciplines in the field of neuroscience and behavior. Immersion in this field requires thinking across multiple levels of analysis and an appreciation for how complex and broad questions can be made amenable to scientific inquiry. In terms of goals, we have three areas of knowledge that we expect all students to acquire by the time they have completed the NS&B major:

- **Structure:** The parts and how they connect. Structural knowledge includes neural development, neuroanatomy, neurotransmitters, and the cell and molecular biology of the neuron.
- **Function:** How the parts come together to produce systems. Such systems include various sensory, motor, and neuroendocrine systems. Knowledge concerning function is gained by studies of structures and studies of perception, learning and memory, behavior, and cognition.
- **Theory:** Governing principles that can be proposed from all the above. Examples of theories include those that address the relationships between brain and behavior, articulate how brain structure and function changes over time, and explain cognitive and perceptual processes.

In addition, it is our goal that all students can skillfully apply and analyze knowledge gained from their studies. Statistics courses, lab-based methods courses, and/or direct experience in research projects serve this goal.

ADVANCED PLACEMENT

AP credit may be used to place out of any of the foundation courses, subject to the guidelines of the department hosting these courses.

PRIZES

George H. Acheson and Grass Foundation Prize in Neuroscience: Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

BA/MA PROGRAM

This program provides an attractive option for science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience. For more information, please visit <http://wesleyan.edu/grad/degree-programs/ba-ma.html>.

ADDITIONAL INFORMATION

- **Teaching apprenticeships.** Students may be appointed teaching apprentices with the approval of the participating faculty member and the Office of Academic Affairs. The apprenticeship position involves assisting a faculty member in the teaching of a course. Concurrently, the apprentice enrolls in an apprenticeship tutorial (NS&B491/NS&B492) that is usually a one-credit course and operates in either the graded or credit/no credit mode.
- **Petitioning for exemptions.** A student may request a variance from the requirements of the major or for honors by submitting a written petition to the chair of the program. The petition should indicate why the requirement cannot be met and the educational justification for the alternative. The petition will be considered by the NS&B faculty, and the student will receive a statement of the decision by letter.
- **Seminars.** The program periodically invites neuroscientists from outside Wesleyan to come here and describe their research. These seminars frequently complement course material and give students the opportunity to interact with noted researchers. The talks are usually scheduled for noon on Thursdays. Students are encouraged to attend.

HONORS

To be considered for honors, a student must be an NS&B major and have a B average (grade average 85) in the courses credited to the major. The student must submit a laboratory research thesis that was supervised by a member of the NS&B faculty and be recommended for honors by the NS&B faculty.

PHILOSOPHY

Doing philosophy means reasoning about questions that are of basic importance to the human experience—questions like, What is a good life? What is reality? How are knowledge and understanding possible? What should we believe? What norms should govern our societies, our relationships, and our activities? Philosophers critically analyze ideas and practices that often are assumed without reflection. Wesleyan’s philosophy faculty draws on multiple traditions of inquiry, offering a wide variety of perspectives and methods for addressing these questions.

FACULTY

Stephen Angle

BA, Yale University; PHD, University of Michigan
Mansfield Freeman Professor of East Asian Studies; Professor of Philosophy;
Professor, East Asian Studies

Lori Gruen

BA, University of Colorado Boulder; PHD, University of Colorado Boulder
William Griffin Professor of Philosophy; Professor of Philosophy; Professor,
Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Steven W. Horst

BA, Boston University; PHD, University of Notre Dame
Professor of Philosophy; Professor, Science in Society

Tushar Irani

BA, Colgate University; PHD, Northwestern University
Associate Professor of Philosophy; Associate Professor of Letters

Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University;
PHD, Northwestern University
Hedding Professor of Moral Science; Professor of Science in Society; Professor of
Philosophy; Professor, Environmental Studies

Sanford Shieh

AB, Cornell University; BA, Cornell University; BA, Oxford University; PHD,
Harvard University
Associate Professor of Philosophy

Elise Springer

BA, Wesleyan University; MA, University of Connecticut; PHD, University of
Connecticut
Associate Professor of Philosophy; Chair, Philosophy; Associate Professor,
Feminist, Gender, and Sexuality Studies

AFFILIATED FACULTY

Manfred Ma

Visiting Scholar in Philosophy

VISITING FACULTY

Alex Feldman

BA, Brown University; MA, Pennsylvania State University; PHD, Pennsylvania
State University

Visiting Assistant Professor of Philosophy

Kathryn Gillespie

PHD, University of Washington
Postdoctoral Fellow in Animal Studies

Sharisse Leigh Kanet

BA, Wesleyan University; MA, CUNY Queens College
Visiting Instructor in Philosophy

EMERITI

L. Kent Bendall

MAA, Wesleyan University
Professor of Philosophy, Emeritus

Brian C. Fay

BA, Loyola Marymount Uni; DPHIL, Oxford University; MA, Oxford University;
MAA, Wesleyan University
William Griffin Professor of Philosophy, Emeritus

Victor Gourevitch

BA, University of Wisconsin; MAA, Wesleyan University; PHD, University of
Chicago
William Griffin Professor of Philosophy, Emeritus

DEPARTMENTAL ADVISING EXPERTS

All departmental faculty

PHILOSOPHY MAJOR

MAJOR DESCRIPTION

Doing philosophy means reasoning about questions that are of basic importance to the human experience—questions like, What is a good life? What is reality? How are knowledge and understanding possible? What should we believe? What norms should govern our societies, our relationships, and our activities? Philosophers critically analyze ideas and practices that often are assumed without reflection. Wesleyan’s philosophy faculty draws on multiple traditions of inquiry, offering a wide variety of perspectives and methods for addressing these questions.

Three broad categories organize our curriculum: history, value, and mind and reality. Historical courses focus primarily on classical philosophical texts, tracing the path of a particular philosopher’s work, a conversation within a historical period, or a series of related conversations. Courses in the value area engage critically with ethical, political, aesthetic, cultural, or religious practices and norms. Mind and reality courses consider philosophical questions about language, mind, reasoning, knowledge, and the nature of reality. Though each course is associated with one thematic area for organizational purposes, these three kinds of inquiry overlap significantly in practice.

Introductory

History: PHIL 201-210

Values: PHIL 211-229

Mind & Reality: PHIL 230-249

Intermediate

History: PHIL 250-265

Values: PHIL 266-285

Mind & Reality: PHIL 286-299

Advanced

History: PHIL 301-330

Values: PHIL 331-360

Mind & Reality: PHIL 361-399

Our introductory courses (200-249) are intended for both prospective majors and non-majors. (General-Education-only courses, with course numbers below 200, do not count toward the major.)

Intermediate courses (250-300) are generally not appropriate for first-year students, and some have explicit prerequisites. Intermediate-level classes tend to introduce students to a particular area of philosophy or to the discipline's historical development at a higher level and in more depth than introductory classes.

Advanced courses (301-399) are typically organized as seminars for majors and other students with significant related preparation. In many cases, students participate with a professor in exploring an area of particular relevance to that professor's research program. Advanced classes may focus on a particular figure in the history of philosophy or on a topic of contemporary importance.

ADMISSION TO THE MAJOR

All students planning to major will submit a major request form.

Prospective majors should pay particular attention to the prerequisites for intermediate and advanced courses when planning their schedules. Among other courses, PHIL201, PHIL202, PHIL205, PHIL212 and PHIL231 are required or recommended for a variety of subsequent courses.

Because philosophy ranges over subjects in other disciplines, such as economics, government, mathematics, physics, psychology, and religion, students considering philosophy as a major field are strongly advised to choose a balanced combination of solid liberal arts courses conforming to Wesleyan expectations for generalization.

Students who intend to apply for the social justice track will work with an advisor to submit a concentration proposal by the end of drop/add during their fifth semester.

MAJOR REQUIREMENTS

The philosophy major at Wesleyan offers two tracks: a general philosophy track and a social justice track. Both tracks require at least ten courses, including eight PHIL courses.

- **The general philosophy track** encourages students to explore a range of issues and approaches from various historical periods and cultural traditions.
- **The social justice track** emphasizes philosophers' roles not only as theorists but also as agents of social and political change. Philosophical methods of conceptual and contextual analyses and careful argumentation provide important tools for grappling with real-world injustices. The social justice

track supports students in tailoring their philosophical understanding and skills around a particular concern in an area of social justice, such as human rights, equality, social responsibility, environmental justice, etc.

GENERAL TRACK

Distribution

1 History

1 Value

1 Mind & Reality

Concentration

None required

Advanced

2 seminars taken as juniors/seniors

Electives

5 electives, including up to 2 non-PHIL

Thesis Project

Optional

Of the ten courses counted toward the general-track major, at least eight must be offered by the Philosophy Department; as many as two may be given in other departments or programs (e.g., College of Letters, Religion) that are relevant to the student's program of studies in philosophy and are approved as such by the philosophy faculty.

In addition, students must satisfy the following:

- **Distribution requirement.** Students must count at least one course from each of the thematic areas (history, values, mind and reality).
- **Advanced course requirement.** All students must complete at least two advanced philosophy courses, in any philosophical area, during their junior or senior years.

SOCIAL JUSTICE TRACK

Distribution

1 History -or- 1 Mind & Reality

Concentration

5 - course concentration, including 2 beyond PHIL

Advanced

2 seminars taken as juniors/seniors

Electives

2 electives from PHIL

Thesis project

Optional

At the core of the social justice major track is a social justice concentration that brings together a student's specific interests in social justice. Majors will submit proposals for acceptance to the track that will include three philosophy courses and two non-philosophy courses that fit together in a coherent concentration.

BELOW ARE TWO SAMPLE CONCENTRATIONS:

Sample Concentration 1: Human Rights in China

PHIL272 Human Rights Across Cultures

PHIL278 Political Philosophy

PHIL375 Paternalism: Its Problems and Promise

CEAS271 Political Economy of Developing Countries

CEAS297	Politics and Political Development in the People's Republic of China
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Sample Concentration 2: Challenging The Carceral State

PHIL214	Reasoning About Justice
PHIL250	History of Political Philosophy
PHIL268	The Ethics of Captivity
ANTH302	Critical Perspectives on the State
AMST296	America in Prison: Theater Behind Bars

In addition to the five-course concentration, students must satisfy the following:

- **One core course in either history or mind and reality.**
- **Advanced course requirement.** All students must complete at least two advanced philosophy courses, in any area, during both their junior or senior years.
- **Two other philosophy electives.**

COURSES FOR NON-MAJORS

Courses numbered below **250** are designed to be appropriate as first courses in philosophy. In addition, many of our courses numbered **250** and above are of interest to majors in related departments. (For example, students majoring in neuroscience or psychology often take PHIL286.)

STUDENT LEARNING GOALS

A course of study in philosophy is successful if only three interconnected things can happen:

- First, students are encouraged to practice and refine essential skills. These include close reading, following and evaluating paths of reasoning, participating charitably in dialogue, articulating values and priorities, recognizing alternative ways of framing and addressing a problem, and extending all of these skills into clear written work.
- Second, students become familiar with multiple philosophical approaches, thinkers, traditions, and themes. Good philosophical education does not require any particular canonical content, but students should become adept at recognizing connections across the philosophy curriculum and beyond. In addition to comparing different approaches to the same theme, students should come to appreciate connections among inquiries in broad thematic areas (inquiry into values, inquiry into reality, inquiry into knowledge).
- Third, students come to understand how philosophical inquiry relates to their own perspectives and priorities, including background concerns and academic interests beyond philosophy. No course of study in philosophy is wisely chosen unless it is substantially responsive to the knowledge, experiences, and problems that matter for each student. Working closely with an advisor, each student should find a balance between venturing into multiple philosophical areas and weaving a web of interconnected courses around personally salient priorities.

Graduates will be well prepared not only for graduate work in philosophy, but also for law, medicine, and a range of other academic and professional endeavors.

LANGUAGE REQUIREMENT

Knowledge of foreign languages is particularly useful for the study of philosophy and indispensable for serious study of the history of philosophy. It is therefore strongly recommended that students achieve reading fluency in at least one foreign language.

PRIZES

The Philosophy Department annually awards the Wise Prize for the best paper written in philosophy in the current year. This prize is usually awarded to a senior thesis written in philosophy, but it is not restricted to philosophy theses.

TRANSFER CREDIT

Students who entered Wesleyan as first-year students may count up to two courses taken outside Wesleyan toward the 10 required to fulfill the major. These should be preapproved by the student's advisor. Under special circumstances, such as a full year spent studying philosophy at a British university, it is possible to count more external credits toward the major. Students transferring into Wesleyan should review their academic histories with their departmental advisor as soon as possible after arriving to determine which philosophy courses taken at previously attended schools will be counted toward the major.

ADDITIONAL INFORMATION

- **Philosophy colloquia.** Every year the department arranges a series of public presentations of papers by visiting philosophers and, occasionally, Wesleyan faculty or students.
- **Majors Committee and Philosophy Club.** The department encourages its majors and other interested students to participate actively in the life of the department by attending departmental talks and social events for majors. Students are also encouraged to organize student-led events and discussions organized by the Majors Committee and Philosophy Club.

HONORS

To qualify for departmental honors in philosophy, a student must achieve an honors level of performance in courses in the department, must declare the intention to work for departmental honors at the beginning of the senior year, must register for senior thesis tutorials in each semester of the senior year, and must write a thesis at an honors level. Theses must be submitted in accordance with Honors College procedures and will be judged by a committee made up of members of the department.

PHYSICAL EDUCATION

Wesleyan does not offer a major program in physical education. A for-credit program emphasizes courses in fitness, aquatics, lifetime sport, and outdoor education activities.

No more than one credit in physical education may be used toward the graduation requirement. Physical education (.25 credit) courses may be repeated once only.

Limited-enrollment courses. Students taking a class for the first time are given preference over students wishing to take a class a second time, and upper-class students have preference over lower-class students. Performance tests may be required to qualify for intermediate and advanced classes.

ATHLETICS AND PHYSICAL EDUCATION AT WESLEYAN—A STATEMENT OF PHILOSOPHY

"I have always thought that sports are an integral part of liberal education...The reason has to do with the difference between being active and remaining passive. Sports provide the occasion for being intensely active at the height of one's powers. The feeling of concentrated and coordinated exertion against opposing force is one of the primary ways in which we know what it is like to take charge of our own actions."—Louis Mink

Professor Mink, in *Thinking About Liberal Education*, said that liberal education is an intensive quest for fulfillment of human potential. It challenges the whole person—mind, body, emotions, and spirit—to pursue mastery of skills, broad and focused knowledge, coherent understanding of human experience, and a passionate desire to exploit one's capacity in the service of human freedom and dignity. As Mink suggests, structured physical activity is a key part of that pursuit. When it is in harmony with the broader educational purposes of an institution, it contributes to them, draws significance from them, and enhances the educational result.

The Department of Physical Education and Athletics provides the Wesleyan University community with a spectrum of activities that will be of benefit in developing healthy, energetic, and well-balanced lives. The objective is to meet the needs of students and to engage other campus constituencies in physical activity. Physical education and athletics at Wesleyan also reflect a commitment to equal opportunity for men and women at all levels of achievement.

Intercollegiate athletics provides the student with the advantage and privilege to achieve a more sophisticated mastery of skills through practice and contests. The pursuit of excellence can be realized through elite NCAA Division III competition with a focus on regular season and New England Small College Athletic Conference (NESCAC) conference play. In the pursuit of excellence, the Athletic Department strives to be the most innovative and successful athletic program in the prestigious NESCAC and a leader at the national level.

Wesleyan University pursues excellence in all of its programs. Athletics, as an integral part of the overall educational process, is uniquely positioned to enhance a liberal arts education. Wesleyan coaches share the same goal as the entire Wesleyan community: to transform the lives of our students. To achieve this goal, the University is committed to support our highly trained and dedicated faculty-coaches who practice their craft in state-of-the-art facilities.

Programmatic balance is a key criterion of physical education. The program is internally balanced to ensure equal opportunity for the pursuit of its several objectives. Moreover, physical education at Wesleyan is designed within the controlling context of liberal education.

FACULTY

Drew Black

BS, Syracuse University; MA, Kent State University
Adjunct Professor of Physical Education; Head Coach of Wrestling/Strength and Fitness Coach

Philip D. Carney

BA, Trinity College
Adjunct Professor of Physical Education; Head Coach of Men's Crew

John T. Crooke

BS, Saint Josephs University; MS, West Chester University Pa
Adjunct Professor of Physical Education; Head Coach of Cross Country (Men's Women's)

Walter Jr. Curry

BA, Iowa State University
Adjunct Associate Professor of Physical Education; Head Coach of Track Field (Men's Women's)

Daniel A DiCenzo

BA, Williams College
Adjunct Professor of Physical Education; Head Coach of Football

Michael A Fried

BA, Brown University
Adjunct Professor of Physical Education; Head Coach of Tennis (Men's Women's)

Shona Kerr

BMU, Cardiff University
Adjunct Professor of Physical Education; Head Coach of Squash (Men's Women's)

Patricia Klecha-Porter

BS, Ithaca College; MS, Springfield College Illinois
Director, Wesleyan Adult Fitness Program; Curriculum Coordinator, Physical Education; Adjunct Professor of Physical Education; Head Coach of Field Hockey/Assistant Women's Squash Coach

Jennifer Shea Lane

BA, Amherst College; MS, Smith College
Adjunct Professor of Physical Education; Head Coach of Softball

Jodi McKenna

BA, Brown University; MED, St. Lawrence University
Adjunct Professor of Physical Education; Head Coach of Women's Ice Hockey

Eva Bergsten Meredith

BA, Franklin Pierce College
Adjunct Professor of Physical Education; Head Coach of Women's Soccer

Kate Mullen

BS, Central Connecticut State University; MA, Springfield College Illinois; MED, Springfield College Illinois
Sr. Woman Administrator; Adjunct Professor of Physical Education; Head Coach of Women's Basketball

Christopher J. Potter

BA, University of Connecticut; MA, University of Connecticut
Adjunct Professor of Physical Education; Head Coach of Men's Ice Hockey

John G. Raba

BS, University of New Haven; MED, University of New Haven

Adjunct Professor of Physical Education; Head Coach of Men's Lacrosse

Joseph P. Reilly

BA, Trinity College; MBA, University of Rhode Island
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Peter Gordon Solomon

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Benjamin Lawrence Somera

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Patrick Tynan

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Michael F. Whalen

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Frank V. Sica Director of Athletics and Chair, Physical Education; Adjunct Professor of Physical Education

Geoffrey H. Wheeler

BA, Dartmouth College
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Kim Williams

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Mark A. Woodworth

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Adjunct Professor of Physical Education; Head Coach of Baseball

EMERITI

John S. Biddiscombe

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Albert Terry Jackson

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Gale Lackey

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Donald E. Long

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Donald M. Russell

Professor of Physical Education, Emeritus

David F. Snyder

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Adjunct Professor of Physical Education, Emeritus

PHYSICS

"Physics is the liberal arts education for a technological society."—Joseph Pimbley

Participation in research and proficiency in the main subject areas of physics are the twin goals of the physics program. The major program is designed to develop competency in quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed-matter physics. Preparation in mathematical and computational methods is an integral part of the program.

Interested and qualified students may pursue several opportunities for advanced work, including graduate courses and participation with graduate students and faculty in research. The department encourages its students to "do physics" at the earliest opportunity by making arrangements to work with one of the research groups or by arranging an independent research tutorial. Research may be experimental or theoretical and may, but need not, result in a senior honors thesis. Most majors who intend to write a thesis begin research no later than the junior year and continue it through the summer into the senior year. Current research interests include chaos theory, soft condensed-matter physics, granular flow, third sound in superfluid films, laser plasmas, spectroscopy, collision studies involving excited atoms and molecules, and wave transport in complex media.

Many students also take advantage of Wesleyan's computing facilities in their research or coursework. The University has a large computer cluster available to all who are doing research.

Each semester, opportunities exist to serve as a teaching apprentice, course assistant, or department assistant in one of the introductory or intermediate-level courses. Many physics majors have found that this is a stimulating way to learn more about the fundamentals of the discipline and how to teach them. The Cady Lounge in the department serves as a focus for the major by providing a place where students can study and discuss physics. There is also a study room where students in the introductory courses can come to get help and to work together. Students are encouraged to attend the weekly colloquium series and to participate in the weekly research seminars in atomic and molecular physics, chemical physics, condensed-matter physics, and theory. The Society of Physics Students is also a great resource for sharing ideas and questions with like-minded students.

FACULTY

Reinhold Blümel

PHD, Technical University Munich
Charlotte Augusta Ayres Professor of Physics; Professor of Physics

Fred M. Ellis

BS, University of Massachusetts Amherst; MAA, Wesleyan University; PHD, University of Massachusetts Amherst
Professor of Physics

Candice Marie Etson

BA, New York University; BFA, New York University; PHD, Harvard University
Assistant Professor of Physics; Assistant Professor, Molecular Biology and Biochemistry

Lutz Hüwel

PHD, University of Gottingen

Professor of Physics

Tsampikos Kottos

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Foss Professor of Physics; Professor of Physics

Meng-ju Renee Sher

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Lynn Adrea Westling

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AFFILIATED FACULTY

Rozalia Lukacs

Visiting Scholar in Physics

EMERITI

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Richard W. Lindquist

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Robert J. Rollefson

BA, University of Wisconsin; MAA, Wesleyan University; PHD, Cornell University
Professor of Physics, Emeritus

William L. Trousdale

Associate Professor of Physics, Emeritus

DEPARTMENTAL ADVISING EXPERTS

- Christina Othon, *Class of 2018*

- Tsampikos Kottos, *Class of 2019*

PHYSICS MAJOR

ADMISSION TO THE MAJOR

The appropriate course for students considering a physics major depends primarily on their preparation. There are four common gateways into the major beginning in the fall semester.

- PHYS113 is a calculus-based introductory mechanics course requiring one semester of calculus, taken in either secondary school or in college, at about the level of MATH121. A student who has had no calculus is advised to take calculus during the first year, then PHYS113 in the first semester of the sophomore year.
- Students who have had a strong preparation in physics and calculus may take PHYS219. This course is intended for majors but is available to first-year or other students who have had both integral and differential calculus at about the level of MATH121/MATH122 and a solid course in mechanics with calculus at the level of PHYS113.
- Students from both of the above gateways merge into the electricity and magnetism course of PHYS116 in the spring. Students intending to major in physics should complete either track no later than the end of their sophomore year and preferably by the end of their first year.
- Exceptionally well-prepared students may begin with PHYS213. Students who feel that they fall into this category should consult with a member of the physics faculty.

Laboratory courses. The PHYS113/PHYS116 sequence has associated laboratory courses, PHYS123 in the fall and PHYS124 in the spring. These laboratory sections are half-credit courses associated with the lecture courses. PHYS124 is required for the major. We encourage students to take the laboratory courses for a firsthand opportunity to observe, both qualitatively and quantitatively, some of the physical phenomena discussed in the lectures.

MAJOR REQUIREMENTS

To major in physics, you must complete PHYS116 no later than the end of your sophomore year; if you can complete it by the end of your first year, it will give you more flexibility to construct your major. You should also have completed MATH121, MATH122, MATH221, and MATH222 by the end of your sophomore year. It is desirable for those students who are considering graduate work in physics or those who wish to pursue an intensive major to also complete PHYS213 and PHYS214 by the end of the sophomore year. You should note that a few of the advanced courses may not be offered every year, and you should plan your program of study accordingly.

To fulfill the major in physics, a student must complete the following:

- Eight lecture courses, including (a) four core physics courses: PHYS213, PHYS214, PHYS316 and PHYS324 (note that PHYS324 requires MATH222); and (b) at least four other course credits at the **200**, **300**, or **500** level, not including the laboratory courses or MATH221 or MATH222. For most majors, the department strongly recommends PHYS315, followed in importance by PHYS313 and PHYS358

- Two laboratory courses: PHYS342 and PHYS345. One of these two labs may be substituted by either one of the following three options:
 - PHYS340;
 - A 1-credit thesis tutorial (PHYS409 or PHYS410) with a physics faculty;
 - A 1-credit research tutorial (which may be taken as two .5-credit research tutorials) with a physics faculty.
- Students planning graduate study in physics should take a minimum of 14 credits at the **200** level or higher in physics, mathematics, and computer science. PHYS313, PHYS315, and PHYS358 are essential. In addition, the department strongly recommends MATH222, MATH226, PHYS565, and MATH229. Graduate physics courses may be elected with permission, and experience in computer programming is also extremely valuable.
- Students not planning graduate study in physics and who are interested in applying their knowledge of physics to other areas of the curriculum may choose up to four courses from other departments to satisfy requirement (b) above. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study. Preapproved tracks are available to satisfy requirement (b).

COURSES FOR NON-MAJORS

The Physics Department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, thermodynamics, and kinetic theory), PHYS111/PHYS112 (no calculus) and PHYS113/PHYS116 (calculus). Associated laboratory courses, PHYS121/PHYS122/PHYS123/PHYS124 are also offered. Either of these two-semester course sequences (with the lab) should satisfy the physics requirement for admission to most schools of medicine, dentistry, or architecture, but occasionally schools require the calculus-based series, so attention to these details is necessary.

STUDY ABROAD

The Physics Department encourages study abroad for majors because it allows our physics majors to play an active part as citizens of the world scientific community. As with any major, careful planning is needed to be sure that requirements for the major are fulfilled, and sophomores intending to declare a physics major are strongly urged to study these requirements for the major so that they can determine the optimum semester to study abroad. At Wesleyan, we believe that the best study-abroad experience will include work done in the major, because this provides the student with a natural community of fellow students with shared interests and backgrounds and greatly facilitates the process of cultural integration. Physics majors are thus urged to consider direct enrollment in a university abroad, where they can take courses related to their major interests.

ADVANCED PLACEMENT

Students may receive a maximum of two physics AP credits; one with a score of 5 on the AP physics C mechanics exam and one with a score of 5 on the AP physics C electricity and magnetism exam. However, special regulations apply. Please check with the registrar or a departmental advisor. Students may also receive AP credit with a score of 5 on the noncalculus AP physics exam. Again, special regulations apply.

RELATED PROGRAMS OR CERTIFICATES

Dual-degree programs in science and engineering. Wesleyan maintains dual-degree programs with Columbia University, the California Institute of Technology, and Dartmouth College for students wishing to combine the study of engineering with a broad background in the liberal arts. For all options, participating students receive two degrees: a BA from Wesleyan and a BS or BE in engineering from our partner school. In the most popular option, the so-called 3-2 program, students spend their first three years at Wesleyan, followed by two years at the engineering school. Only at the end of the fifth year and after completing all degree requirements from both schools do students receive the two bachelor degrees. During the first three years, prospective 3-2 students complete the minimal requirements of their elected Wesleyan major and, in addition, fulfill science and mathematics requirements for the first two years of the engineering school and engineering major of their choice. During the two years at the engineering school, students follow the regular third- and fourth-year curriculum in whatever field of engineering they selected. During that time, other courses may also have to be taken to satisfy the degree requirements of Wesleyan and/or the engineering school.

Two other options exist to pursue an engineering degree. For Columbia University, the so-called 4-2 option allows students to complete four years at Wesleyan before pursuing the engineering degree. Otherwise, requirements are the same as those for the 3-2 program. Dartmouth offers a so-called 2-1-1-1 option in which students spend their junior year at Dartmouth, return to Wesleyan for their senior year and graduation, and then spend the fifth year to finish the engineering degree. Contact the department's dual-degree advisor for further information. Please also consult with your class dean to ensure that you can meet all Wesleyan University requirements for graduation.

Certificate Program in Informatics and Modeling. The Certificate Program in Informatics and Modeling enhances student choices and options and is an ideal supplement for interested physics majors. The certificate program provides students with a coherent set of courses and practical instruction in two pathways: (1) integrative genomics science and (2) computational science and quantitative world modeling.

BA/MA PROGRAM

This is a curricular option for those students who feel the need for the intensive research experience that an additional year of study can afford. During the additional year, the student will do additional coursework and write an MA thesis based on original research. Students interested in this possibility should consult their physics major advisors as early as possible, since it takes some planning to complete the requirements for both the BA and MA degrees. For more information, please visit wesleyan.edu/grad/degree-programs/ba-ma.html (<http://wesleyan.edu/grad/degree-programs/ba-ma.html>).

HONORS

To be a candidate for departmental honors in physics, a major must submit a thesis describing the investigation of a special problem carried out by the candidate under the direction of a member of the Physics Department. In addition, the candidate must have attained a minimum average in the eight lecture courses applied to the major, except those taken in the final semester

of the senior year, of B (85.0) for honors and B+ (88.3) for high honors. Honors status is voted by the faculty on the basis of student's thesis work.

CAPSTONE EXPERIENCE

The Physics Department offers the following capstone experiences:

- Two-semester senior thesis
- Seminar in atomic and molecular physics (PHYS507/PHYS508)
- Seminar in condensed matter physics (PHYS505/PHYS506)
- Seminar in theoretical physics (PHYS509/PHYS510)

GRADUATE PHYSICS PROGRAM

The Physics Department offers graduate work leading to the PhD and MA. The small size of the program (12 full-time faculty and about 15 graduate students) permits the design of individual programs of study and allows the development of a close working collegueship among students and faculty. The department wants its students to do physics right from the start, rather than spend one or two years solely on coursework before getting into research. To this end, graduate students are expected to join in the research activities of the department upon arrival. An interdisciplinary program in chemical physics is available to interested students. For more details, see the listing for chemical physics in the Chemistry Department.

REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

A minimum of eight credits with grades of B- or better is required for the MA degree. These may include three credits in research leading to the thesis, which is also required. Course selection is flexible and is done in consultation with the faculty advisor and with the members of the student's committee.

REQUIREMENTS FOR THE PHD DEGREE

For the PhD degree, in addition, students must have taken (or placed out of) five PhD-level graduate core courses and five advanced topics courses. Students must have demonstrated proficiency in the main subject areas of physics by the time they have completed the program. Each student, after passing the first examination (see below), selects an advisory committee of three faculty members. The committee assists the student to design a program of study, monitors progress, and makes annual recommendations to the department regarding the student's continuation in the program. The advisory committee also administers subsequent examinations, as described in Overview and Requirements.

Each student who has passed the candidacy examination (described in Overview and Requirements) is required to present an annual informal talk on his or her thesis work in a departmental seminar.

COURSES

In consultation with the advisory committee (or, for incoming students, with the graduate advisor), each student plans a program of study that will ensure an adequate grasp of the main subject areas of physics, e.g., quantum theory, including atomic and condensed-matter physics, electromagnetism and optics, classical dynamics, and thermal and statistical physics. While these would

normally be graduate-level (500) physics courses, under special circumstances, either a lower-level physics course, a course in a related discipline, or a tutorial may be chosen.

PROGRESS AND QUALIFYING EXAMS

Three formal examinations serve to define the various stages of the student's progress to the degree. The first, usually taken at the beginning of the second year, is a written examination on material at an advanced undergraduate level. Advancement to the second stage of candidacy depends on passing this examination as well as on coursework and demonstrated research potential. Usually during the second semester of the second year, each student takes the PhD candidacy examination, which consists of an oral presentation before the student's advisory committee, describing and defending a specific research proposal. (The proposal might, but need not, grow out of previous research or be adopted by the student as a thesis topic.) The committee then recommends to the department whether to admit the student to the final stage of PhD candidacy or whether to advise the student to seek an MA degree.

TEACHING

Although the emphasis in the program is on independent research and scholarly achievement, graduate students are expected to improve their skills in teaching and other forms of oral communication. Each student is given the opportunity for some undergraduate teaching under direct faculty supervision. While this usually consists of participation in teaching undergraduate laboratories, direct classroom teaching experience is also possible for more advanced and qualified students.

RESEARCH

Current experimental research areas are concentrated in atomic/molecular physics and condensed matter physics. Current interests include Rydberg states in strong fields, molecular collisions, photo-ionization, laser-produced plasmas, quantum fluids, granular and turbulent fluid flows, lipid membranes and hydration dynamics, single-molecule biophysics, and optoelectronics of renewable energy materials.

Current theoretical and computational research areas include nonlinear dynamics, quantum chaos, properties of nanostructures, soft condensed matter, and wave transport in complex media.

THESIS | DISSERTATION | DEFENSE

Each candidate is required to write a dissertation on original and significant research, either experimental or theoretical, supervised by a member of the faculty. The work must be defended in a final oral examination administered by the advisory committee. This oral examination covers the dissertation and related topics and is open to all members of the Wesleyan community. It is expected that the candidate will submit the results of his or her work to a scholarly journal for publication.

ADDITIONAL INFORMATION

For additional information, please visit the department website at wesleyan.edu/physics/graduate (<http://wesleyan.edu/physics/graduate>).

PSYCHOLOGY

Psychology is the scientific study of mind, brain, and behavior. Areas of psychology represented in the department include human development, social psychology, cognitive psychology, cultural psychology, neuroscience, and psychopathology. Psychology majors receive broad training across these areas, have opportunities to pursue topics of particular interest in greater detail, and develop skills in research methods and statistics. Many majors also take advantage of opportunities to work in research laboratories, to serve as teaching assistants, and to participate in service learning courses. Students interested in this major are strongly encouraged to visit the Psychology Department (<http://www.wesleyan.edu/psyc>) and to download and read the Department Majors Manual for more detailed information, as early planning is important for preparing to declare and complete the major.

FACULTY

Hilary C. Barth

BA, Bryn Mawr College; PHD, Massachusetts Institute of Technology
Associate Professor of Psychology

Sarah Kristin Carney

BA, Connecticut College; MA, Wesleyan University; PHD, CUNY The Graduate Center
Assistant Professor of the Practice, Psychology

Lisa C. Dierker

BA, Ohio State University; MA, University of Connecticut; PHD, University of Connecticut
Walter Crowell University Professor of Social Sciences; Professor of Psychology

Barbara Jean Juhasz

BA, Binghamton University; MA, University Mass Amherst; PHD, University of Massachusetts Amherst
Associate Professor of Psychology; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

Kyungmi Kim

MA, Yonsei University; MPHIL, Yale University; MS, Yale University; PHD, Yale University
Assistant Professor of Psychology

Matthew M. Kurtz

BA, Reed College; MA, Princeton University; PHD, Princeton University
Professor of Psychology; Chair, Psychology; Professor, Neuroscience and Behavior

Psyche Loui

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Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University
Wilbur Fisk Osborne Professor; Professor of Psychology; Chair, Science in Society; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Andrea L. Patalano

BA, Brown University; MA, University of Michigan; PHD, University of Michigan

Professor of Psychology; Professor, Neuroscience and Behavior

Scott L. Plous

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Professor of Psychology

Mike Robinson

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H. Shellae Versey

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Assistant Professor of Psychology; Faculty Fellow, College of the Environment; Assistant Professor, African American Studies

Clara L. Wilkins

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EMERITI

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Ruth Striegel Weissman

DIP, University of Tubingen; MAA, Wesleyan University; PHD, University of South Carolina
Walter Crowell University Professor of Social Sciences, Emerita

DEPARTMENTAL ADVISING EXPERTS

Kyungmi Kim, Robert Steele

PSYCHOLOGY MAJOR

ADMISSION TO THE MAJOR

Students wishing to declare a major in psychology should prepare as early as possible because declaration must be done during the sophomore year. *Psychology does not admit students to the major after the end of the sophomore year.* Junior transfer students have until the end of the first week of the junior year and must meet all admission requirements, as listed below, at their previous institution.

For the Class of 2018 and earlier: At the time of application, a student must demonstrate that he or she: (1) has taken two full-credit courses in the field of

psychology at Wesleyan and received a B or higher in each course. These courses may come from all courses that originate in the Psychology Department (refer to WesMaps), all courses cross-listed with psychology that count toward a breadth requirement for the major, and all courses (including those not cross-listed) that count toward the statistics requirement for the major; and (2) has met stage I General Education Expectations. At the time of application to the major, each student must also present his or her plan/petition for satisfying the cultural-immersion requirement. Students are generally expected to declare the major at the end of the sophomore year. If a student is a second semester sophomore and enrolled in psychology courses needed to declare the major, he or she can still declare it during the sophomore year, but we will hold materials and would not formally admit the student until the end of the term following successful completion of these courses. Transfer students must receive a B or higher in each of two psychology courses from their previous institution.

For the Class of 2019 and later: At the time of application, a student must demonstrate that he or she (1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course; (2) has completed the introductory psychology (or a replacement breadth course that will allow an AP or IB credit in place of introductory psychology), research methods, and statistics requirements for the major (these same courses may be used to fulfill the first requirement as well); and (3) has fulfilled the University's stage I General Education Expectations. If a student is enrolled in courses needed to complete these requirements during the second term of the sophomore year, the student should still declare the major; we will just not formally admit the student until the end of the term upon successful completion of these courses. Students with outstanding requirements to complete are required by the Dean's Office to either declare a second major or submit a major deferral form to their class dean in the event they are unable to successfully complete the admission requirements for psychology. Transfer students must receive a B or higher in each of two psychology courses from their previous institution.

MAJOR REQUIREMENTS

Ten psychology credits are required to fulfill the major. Nine of the 10 credits required for the major must be taken for a grade. Courses in introductory psychology and psychological statistics must be taken for a grade. Required elements of the major are introductory psychology (one credit), psychology statistics (one credit), research methods (one credit), one breadth course from each of three areas of psychology (three credits), a specialized course (one credit), and three additional elective credits that can come from any courses and tutorials associated with the major.

For the Class of 2018 and earlier: Major requirements include completion of

- 10 full-credit courses that count toward the major requirements (nine of which must be taken graded);
- General Education Expectations stages I and II;
- second language proficiency; and
- cultural-immersion experience.

(This description includes the already-completed requirements for admission to the major.) All courses must be completed by the end of the senior year.

For the Class of 2019 and later: Major requirements include completion of

- 10 full-credit courses that count toward the major requirements (nine of which must be taken graded); and
- General Education Expectations stages I and II.

(This description includes the already-completed requirements for admission to the major.) All courses must be completed by the end of the senior year.

INTRODUCTORY PSYCHOLOGY

PSYC105, a lecture class that provides a broad overview of the field, is required for the major and should typically be the first course taken in the major. The course must be taken graded if used for the major. The course should be taken in the first or second year. One can alternatively transfer a psychology AP or IB credit in place of this course (see the Advanced Placement section). Only one can be counted toward the major.

PSYCHOLOGICAL STATISTICS

A psychological statistics course provides an introduction to data analysis in psychology. PSYC200 or PSYC280 is typically used to fulfill this requirement, but ECON300 is acceptable as well. (For students in the Class of 2018 or earlier, MATH132 is also acceptable.) The course must be taken graded if used for the major. A course in statistics should be taken in the first or second year (some research methods require statistics as a prerequisite). Only one may be counted toward the major.

RESEARCH METHODS

A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered **PSYC202-219**. Some of these courses are more general, while others are focused on particular applications as indicated by their titles. A **200**-level course in research methods should be taken in the first or second year (some research methods require statistics as a prerequisite). (For students in the Class of 2018 or earlier: This requirement can alternatively be fulfilled with an advanced research course, **PSYC370-399**, but seats are more limited in the latter and they are really intended for students who have already taken a **200**-level methods course.)

BREADTH REQUIREMENT

Students are expected to develop knowledge across the entire field of psychology. Toward this goal, students must choose a minimum of one course from each of the three columns below. These breadth courses (numbered **PSYC220-280**) can be taken throughout one's four years. When possible, a student should start with breadth courses of particular interest so that he or she can later do more advanced work in these areas.

Column 1

Select a minimum of one of the following: 1

PSYC220	Cognitive Psychology
PSYC221	Human Memory
PSYC222	Sensation and Perception
PSYC225	Cognitive Neuroscience
PSYC227	Motivation and Reward
PSYC228	Clinical Neuropsychology
PSYC239	Functional Anatomy of the Human Brain
PSYC240	Behavioral Neurobiology

Column 2

Select a minimum of one of the following: 1

PSYC230	Developmental Psychology
PSYC245	Psychological Measurement
PSYC248	Adolescence and Emerging Adulthood
PSYC250	Personality
PSYC251	Psychopathology

PSYC253	Educational Psychology
PSYC258	Positive Psychology
PSYC259	Discovering the Person

Column 3

Select a minimum of one of the following: 1

PSYC260	Social Psychology
PSYC261	Cultural Psychology
PSYC265	Culture in Psychology: An Introduction to Theory and Research
PSYC266	Community Psychology
PSYC269	Health Psychology
PSYC270	The Psychology of Women
PSYC277	Psychology and the Law

SPECIALIZED

These courses (**PSYC300-399**) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars and advanced research labs, and admission is typically by permission of instructor. A student must take at least one specialized course that deepens the knowledge she or he gained in a breadth course.

ELECTIVES

To reach the 10 course credits necessary for the major, one may count any other courses, tutorials, or teaching apprenticeships offered by the department or creditable to the major with the exception that only one introductory psychology and one statistics course may be counted towards the major, and no more than two teaching assistantships and four tutorials (or six including senior thesis tutorials) may be counted towards the major. For electives, two half-credit courses may be used in place of one full-credit course. Some courses (cross-listed with psychology or hosted in other departments) can be used as electives for the major but fulfill no other requirements and cannot be used for admission to the major. See Department Majors Manual (http://www.wesleyan.edu/psyc/about/major_guides.html) for details.

COURSES FOR NON-MAJORS

PSYC105 is appropriate for non-majors.

GENERAL EDUCATION

For the Class of 2018 and earlier: Stage I General Education Expectations must be satisfied at the time of application to the major. Students who apply to the major while still completing stage I courses will be admitted to the major. However, these courses must then be completed by the end of that semester; if they are not, the student will be asked to drop the major. Students with outstanding requirements to complete should either declare a second major or submit a major deferral form to their class dean in the event they are unable to successfully complete the admission requirements for psychology. Fulfilling stage II General Education Expectations is required for completion of the major.

For the Class of 2019 and later: Stage I General Education Expectations must be satisfied at the time of admission to the major. Students enrolled in courses needed to complete admission requirements during the second term of their sophomore year should still declare the major but will not be formally admitted until the end of the term upon successful completion of these courses. Students with outstanding requirements to complete should either declare a second major

or submit a major deferral form to their class dean in the event they are unable to successfully complete the admission requirements for psychology. Fulfilling stage II General Education Expectations is required for completion of the major.

STUDENT LEARNING GOALS

The Psychology Department learning goals are organized by four objectives:

Objective 1: Knowledge Base in Psychology

- To understand and interpret basic theoretical perspectives, scientific principles and empirical findings in three major content areas of psychology: (1) neuroscience and/or cognition, (2) psychopathology and/or developmental psychology, and (3) social and/or cultural psychology.
- To learn how to formulate research questions and conduct psychological studies.
- To obtain skills in statistical and data analysis techniques, quantitative and qualitative, and apply these techniques to psychological studies.

Objective 2: Scientific Inquiry and Critical Thinking

- To critically assess scientific methodologies in Psychology and human behavior, including:
 - understanding hypothesis formation;
 - applying standardized, reliable, and valid outcome measures; and
 - applying sound data-analytic techniques.
- Integrate knowledge and methodologies across different kinds of observation in the study of human behavior and mental processes, including social, cognitive, perceptual, and biological processes, as well as influences of culture and gender.

Objective 3: Ethical and Social Responsibility

- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology
- Critically evaluate relations of psychological and behavioral knowledge with social policy, public health, and clinical practice.
- Use psychological knowledge to clarify social disparities, and to promote human well-being and change in a multicultural and global context.

Objective 4: Communication

- Acquire effective communication skills by disseminating research findings through skill building in oral expression and expository writing.

STUDY ABROAD

Any courses taken abroad must be preapproved by the department chair.

Cultural-Immersion Experience (applies only to Class of 2018 and earlier): Direct interaction with other cultures through study abroad facilitates an understanding of cultures not one's own and of global issues. Psychology majors need to spend at least one semester engaged in a cultural-immersion experience. Study abroad automatically fulfills the requirement. Students may also fulfill the requirement by proposing to do a cultural immersion volunteer experience within the Middletown community (e.g., for two hours per week for a semester), elsewhere in the United States, or with a summer or winter program domestically or abroad (e.g., six weeks living in another country). Students will be asked to declare their proposed plans on a cultural immersion form when they declare the major, and the chair will review all proposals. If you do not hear from the

department, you can assume that your plan has been accepted. After that time, a student can revise the plan by simply turning in a new cultural immersion form. Students should contact Wesleyan's Office of Study Abroad regarding study-abroad programs, and the Office of Community Partnerships website regarding volunteer opportunities in Middletown. It is possible that a paid job or a service-learning course will meet this requirement, and it is fine to use such an experience. For students who do the standard study-abroad experience, your cultural immersion will be considered satisfied when coursework from abroad appears on your academic history. For students who do an alternative experience, your immersion will be considered complete when you turn in to the administrative assistant in our main office a one-page description of your finished experience, including what you learned from it.

ADVANCED PLACEMENT

Students who receive an AP score of 4 or 5 or an IB (International Baccalaureate) score of 6 or 7 and complete a full-credit breadth requirement course can receive one credit for the AP score. This credit will fulfill the introductory course requirement only if it appears on the Wesleyan transcript. After completing the necessary breadth course, the student must contact the Registrar's Office for the AP credit or contact the Deans' Office for the IB credit to have it transferred. AP/IB credits count as transfer credits. AP/IB credits apply toward oversubscription. The AP/IB credit counts as the one nongraded course allowed toward the major. AP/IB credits may not be used toward major admission.

LANGUAGE REQUIREMENT

Applies only to the Class of 2018 and earlier: Learning a language other than one's own enhances an understanding of and engagement with persons from cultures not one's own. Psychology majors are required to work toward language proficiency in a second language. Specifically, for any language that is taught through at least the intermediate level at Wesleyan, majors are required to study through the second semester of intermediate level (that is, to have intermediate-level mastery). For languages only taught through the introductory level, students are required to study through the second semester of introductory level (that is, to have introductory-level mastery). This is not a required number of courses but, rather, a required level of mastery. Students for whom English is a second language or students who can demonstrate mastery of a foreign language at the intermediate level (by a language placement test indicating placement in an advanced course) may opt out of the language requirement. See Department Majors Manual for details. It is expected that students will wish to coordinate their language and study-abroad experience, but this is not formally required by the Psychology Department.

TRANSFER CREDIT

Students may transfer up to three psychology credits from other departments or institutions (including AP/IB psychology) or, if from study abroad, three psychology credits plus one credit from within the United States. These courses must be preapproved by the department chair. Even though a transfer credit may have been approved toward a university credit, it must also be specifically approved toward the psychology major. Transfer credits cannot be counted toward admission to the program except for transfer students. (Please request the Registrar's Office or your class dean to send a copy of your transcript from your previous institution to the Psychology Department, so that all your psychology courses can be reviewed for acceptance to the major.) With the chair's preapproval, transferred courses can be used to fulfill specific department requirements (e.g., a breadth course, a statistics course, etc.).

RELATED PROGRAMS OR CERTIFICATES

Concentrations: Students are not obligated to do a concentration within psychology, and the vast majority of students do not specialize in a particular area. However, we do have two concentrations within the major—in cognitive science and in cultural psychology. These are essentially ways of traversing the major (with a few additional courses) for students who would like to organize their coursework around either of those two themes. Concentrations are not declared at major declaration. Rather, a requirements worksheet for each concentration is to be turned in by early February in the second semester of the senior year. Students who successfully complete the requirements will receive a departmental certificate indicating completion.

- **Cognitive Science Concentration.** Cognitive science is the interdisciplinary study of mental processes. Many areas of psychology contribute to the study of cognitive science, including cognitive psychology, developmental psychology, and cognitive neuroscience, fields that most typically use scientific research methods to study human mental processes. Beyond psychology, scholars use diverse methods to study mental processes in humans and nonhumans, including fields such as philosophy of mind, neuroscience and behavior, artificial intelligence, linguistics, education, and others. The focus of coursework within our department involves understanding the mental and underlying neural processes involved in areas such as human perception, attention, memory, language, and reasoning, as well as the development of these processes over the lifespan, and participation in laboratory research is expected. See the Cognitive Science Worksheet on the department website for requirement details.
- **Cultural Psychology Concentration.** Cultural psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, including psychological measurement; social psychology, both experimental and qualitative; clinical psychology; developmental psychology; historical psychology; and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in culture and psychology. Some focus on comparative research, others on ways of bringing the presence of underrepresented populations into scholarly projects, and some examine sociopolitical differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class is often central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies. See the Cultural Psychology worksheet on the department website for requirement details.

BA/MA PROGRAM

The Psychology Department offers the BA/MA degree program. Wesleyan senior psychology majors may only enroll in the fall semester. For more information, please visit the Office of Graduate Student Services (<http://www.wesleyan.edu/grad>).

HONORS

By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and at least a B

average in all nonpsychology courses are eligible to pursue honors in psychology by writing a thesis. A student must have a faculty advisor to write a thesis. An advisor should be secured by spring of the junior year through discussion with appropriate faculty. Honors will be awarded only if both the advisor and a second faculty reader evaluate the thesis worthy of honors.

CAPSTONE EXPERIENCE

Students interested in research opportunities are encouraged to develop statistics and research methods skills as early as possible, to develop broad knowledge in the research area of interest, and to then apply for permission of the instructor to enroll in an advanced research seminar. Speaking with individual faculty members about research opportunities that might be available in their labs is also appropriate.

QUANTITATIVE ANALYSIS CENTER

The Quantitative Analysis Center (QAC) coordinates support for quantitative analysis across the curriculum and provides an institutional framework for collaboration across departments and disciplines in the area of data analysis. Through its programs, it facilitates the integration of quantitative teaching and research activities and provides experiential learning opportunities in statistical computing across academic fields and disciplines. The Center contributes to the development of digital and computational studies initiatives, sponsors data analysis labs, and oversees the Data Analysis Minor (p. 152) and the Applied Data Science Certificate (p. 189) programs.

FACULTY

Robert Ira Kabacoff

BA, University of Connecticut; PHD, University of Missouri, St. Louis
Professor of the Practice, Quantitative Analysis

Valerie L. Nazzaro

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Assistant Professor of the Practice, Quantitative Analysis

AFFILIATED FACULTY

William S. Boyd Jr

BA, Rhodes College; MA, The University of Memphis; PHD, University Tennessee
Memph
Visiting Scholar in Quantitative Analysis Center

VISITING FACULTY

Jake Kara

BA, Western Connecticut State Univ
Visiting Instructor in Quantitative Analysis

ADVISORY BOARD

Francis Starr, *Professor of Physics, Chair*
Erika Franklin Fowler, *Associate Professor of Government*
Daniel Krizanc, *Professor of Computer Science*
Manolis Kaparakis, *Director of Centers for Advanced Computing, ex officio*
David Baird, *Vice President for Information Technology and CIO*
Marc Eisner, *Professor of Government and Dean of the Social Science*
Diane Klare, *Head of Research Services, Olin Memorial Library*

DATA ANALYSIS MINOR

MINOR REQUIREMENTS

Basic Knowledge Courses

Select one of the following: 1

MATH132	Elementary Statistics
PHYS/QAC221	Modeling and Data Analysis: From Molecules to Markets
PSYC200	Statistics: An Activity-Based Approach
QAC201	Applied Data Analysis
QAC211	Digging the Digital Era: A Data Science Primer

Mathematical, Statistical, and Computing Foundation Courses

Select two courses from the following, each from a different group: 2

Mathematical Foundations

MATH221	Vectors and Matrices
MATH223	Linear Algebra
MATH228	Discrete Mathematics

Statistical Foundations

ECON300	Quantitative Methods in Economics
GOVT367/ QAC302	Political Science by the Numbers
MATH231	An Introduction to Probability
MATH232	Mathematical Statistics

Computing Foundations

BIOL265	Bioinformatics Programming
COMP112	Introduction to Programming
COMP211	Computer Science I
COMP212	Computer Science II

Applied Electives

Select two credits from the following: 2

E&ES280	Introduction to GIS
E&ES380/ QAC344	Advanced GIS and Spatial Analyses
ECON282	Economics of Big Data
ECON385	Econometrics
ECON386	Introduction to Forecasting in Economics and Finance
GOVT366	Empirical Methods for Political Science
GOVT378	Advanced Topics in Media Analysis
PHYS340	Computational Physics
PSYC385	Applied Quantitative Methods in Survey Research
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization
QAC241	Introduction to Network Analysis
QAC251	Data Visualization: An Introduction
QAC307	Experimental Design and Causal Inference
QAC311	Longitudinal Data Analysis (0.5 credit)

QAC312	Hierarchical Linear Models (0.5 credit)
QAC313	Latent Variable Analysis (0.5 credit)
QAC314	Survival Analysis (0.5 credit)
QAC323	Bayesian Data Analysis: A Primer (0.5 credit)
QAC380	Introduction to Statistical Consulting
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining

Additional courses to be offered by QAC such as **Modeling Time Series Data**, **Exploratory Data Analysis**, **Log-linear Models** etc.

ADDITIONAL INFORMATION

- There may be prerequisite courses required for some of the courses that count toward the minor, such as calculus. These prerequisites do not count toward the minor, and students attempting to complete the minor are not recused from these prerequisites.
- Mathematics majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either MATH232 or COMP212 and complete two applied elective courses.
- Computer science majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively, they can complete both MATH231 and MATH232 and complete two applied elective courses.
- Economics majors and minors cannot count ECON300 toward the minor and must instead complete one course from each of the other two foundation groups.
- Students cannot count more than one course toward this minor that is also counted toward completion of any other of their majors or minors.
- One course taken elsewhere may substitute as appropriate for any of the above courses and count toward the minor, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC Director).
- A more advanced course can substitute for the basic knowledge course, subject to approval. Students with good quantitative skills are strongly encouraged to do this.
- Students cannot receive both the data analysis minor and the Applied Data Science Certificate (p. 189).

RELIGION

The Religion Department offers a cross-cultural, interdisciplinary, and critical program that explores the variety of religious experiences and expressions. In addition to courses that demonstrate the power and limits of various critical approaches to the study of religion, the department provides opportunities to analyze practices of interpretation, systems of belief, and patterns of religious behavior; the history of religious traditions; the effects of religion in society; the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration; and various forms of religious phenomena such as myth, ritual, texts, and theological and philosophical reflection.

A range of courses is available to students interested in taking one or two courses. Clusters of courses can be devised in consultation with members of the staff for those who wish to develop a modest program in religion in support of another major. A student who chooses a double major must fulfill all requirements for the religion major.

FACULTY

Ron Cameron

BA, Western Kentucky Uni; MAA, Wesleyan University; PHD, Harvard University
Professor of Religion; Chair, Religion

Yaniv Feller

BA, Hebrew University; MA, Hebrew University; PHD, University of Toronto
Jeremy Zwelling Assistant Professor of Jewish Studies; Assistant Professor of Religion

Peter S. Gottschalk

BA, College of the Holy Cross; MA, Univ of Wisconsin Fond Du Lac; PHD, University of Chicago
Professor of Religion; Director, Office of Faculty Career Development; Professor, Science in Society

Dalit Katz

BA, Hebrew University; MA, Hebrew University
Adjunct Associate Professor of Religion; Director, Jewish Israel Studies

Elizabeth McAlister

BA, Vassar College; MA, Yale University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Professor of Religion; Chair, African American Studies; Director, Center for African American Studies; Professor, African American Studies; Professor, American Studies; Professor, Feminist, Gender, and Sexuality Studies; Professor, Latin American Studies

Justine Quijada

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Assistant Professor of Religion; Assistant Professor, Russian, East European, and Eurasian Studies

Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University
Professor of Religion; Professor, Feminist, Gender, and Sexuality Studies; Professor, Science in Society

VISITING FACULTY

Andrew Olendzki

BA, University of Colorado Boulder; MA, Lancaster University; PHD, Lancaster University
Visiting Assistant Professor of Religion

Emily Sigalow

PHD, Brandeis University
Visiting Assistant Professor of Religion

EMERITI

Jerome H. Long

BD, University of Chicago; MA, University of Chicago; PHD, University of Chicago
Associate Professor of Religion, Emeritus

Janice D. Willis

BA, Cornell University; MA, Columbia University; PHD, Columbia University
Professor of Religion, Emerita

Jeremy Zwelling

BA, Columbia University; MA, Brandeis University; PHD, Brandeis University
Associate Professor of Religion, Emeritus

DEPARTMENT ADVISING EXPERT

Elizabeth McAlister

RELIGION MAJOR

MAJOR DESCRIPTION

The department offers four categories of courses through which students organize their curriculum of studies. Please note that some courses fit more than one category; check the "additional requirements and/or comments" section of the WesMaps listing for a course's official designation(s). Most courses have no prerequisites.

- RELI151. The purpose of this course is to introduce students to the academic study of religion. It is not designed to survey the religions of the world or present an overview of global religious diversity. Rather, it uses a series of empirical case studies to explore methodological and theoretical issues in the study of religion by examining (1) the various intellectual tools used in religious studies; (2) the social, political, economic, and cultural context of those tools; and (3) the debates arising from their use.
- **Historical Traditions courses.** Many courses in the department deal with the historical content of major religious traditions such as Buddhism, Christianity, Hinduism, Islam, and Judaism, as well as shamanic, Afro-Caribbean, and classical and modern Chinese traditions. These courses examine the texts, histories, institutions, and rituals of these religions. In this category there are both survey courses (generally numbered at the

200-level) and seminars (generally numbered at the 300-level). In general, courses that are not thematic approach or method and theory courses are considered historical traditions courses.

- **Thematic Approach courses.** Thematic approach courses examine specific problems, questions, or themes that intersect with the study of religion. These include gender, race, politics, sex, law, science, and colonialism. Thematic approach courses may focus on one religious tradition or draw comparatively between traditions, but all are intended to provide tools for exploring and analyzing historical and contemporary phenomena.
- **Method and Theory courses.** These courses review and critically analyze methods, theories, and strategies employed by scholars of religion. Method and theory courses include the department's RELI398, which is required of all majors and to be taken in the junior year. The task of this course is to reflect upon the theoretical and methodological pluralism in the field of religious studies with the opportunity to apply these theories and methods to specific texts, concrete issues, or other cultural formations.

ADMISSION TO THE MAJOR

All majors are required to take RELI151, in which they must earn a grade of B- or better. This introductory course is taught every semester. Majors are required to take it before the end of their junior year. It is strongly encouraged that students take RELI151 in their first two years at Wesleyan.

MAJOR REQUIREMENTS

To complete a major in religion, students are also required to take a minimum of 11 courses (10.25 credits) (with a maximum of 15.25, including thesis credits) numbered 200 or above.

The minimum of 11 courses (10.25 credits) will be distributed as follows:

- RELI151, with a grade of B- or better
- Four courses in three areas of historical traditions
- Two courses in thematic approaches
- Two courses in method and theory, one of which must be RELI398
- A tenth course, which may be taken in any of these areas. Alternatively, the student can include one Hebrew course (HEBR202 or higher) or a different fourth-semester language course with substantial religion content (see the Language section, under Additional Information).
- RELI404 (.25 credit)

Note: Although some courses may fit more than one category, they cannot be included more than once in the overall count of courses taken.

STUDENT LEARNING GOALS

Our students are trained in cross-cultural, interdisciplinary, and critical approaches to the study of religion. They are expected to understand the power and limits of these approaches to the study of religion, and to demonstrate the ability to analyze practices of interpretation, systems of belief, and patterns of religious behavior. Each student will develop critical reading, writing, and research skills, and apply these to topics in the history, philosophy, and ethnography of religious traditions, including the effects of religion in society; the imbrication of religion with science and secularism; and the ways religions can form collective identity through race, nationalism, gender and sexuality, class,

caste, language, and migration. They will demonstrate these skills relative to various forms of religious phenomena such as myths, rituals, and texts.

STUDY ABROAD

The department enthusiastically encourages students to study abroad and will count up to two courses taken outside Wesleyan toward the major.

LANGUAGE REQUIREMENT

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language. One upper-level Hebrew course (202 or higher) can count toward the major as a tenth course. Language courses besides Hebrew (such as Arabic, Sanskrit, etc.) can count toward the major once approved by the department chair. Such a course should be the equivalent of a fourth-semester language course, whose syllabus includes at least one-third religion content. For example, the course might look at religious writings, it might address some aspect of the role of religion or religious groups in society, or it might explore debates about religion, secularism, or modernity.

HONORS

Religion majors with a B+ (88.3) average in the department may choose to write a senior honors thesis. Candidates for honors must submit to the department chair a two- to three-page proposal abstract and bibliography by the last Friday of April of their junior year. The proposal should be a description of the intellectual problem of the thesis and the method to be used (whether it will be historical, ethnographic, etc.). Students should list three faculty members who would make good thesis tutors, in order of preference. The department will determine which theses will move forward with which faculty and may reject some proposals. Students will be notified of the department's decision before classes end in May. A student must be general education stage 1-compliant by graduation to be awarded honors or high honors. A passing grade, honors, or high honors will be awarded after a student's work has been presented to a departmental colloquium.

CAPSTONE EXPERIENCE

Assessment Portfolio and Capstone Symposium. During their time in the major, students will assemble a portfolio of three papers (at least four pages in length each) that they have written in the department: one from the introductory course (RELI151), one from the Major's Colloquium (RELI398), and a third of their choice that was written in their junior or senior year. Taken together, these papers should give evidence of the development of the students' learning, as well as their command of critical, analytical, and interpretative skills.

In the drop/add period of the spring term, all senior majors enroll in a .25 -credit pass/fail tutorial (RELI404), for which they will write a three- to four-page paper reflecting on the portfolio of papers they have assembled and perhaps on other work in the department. This paper allows students an opportunity to assess the arc of their intellectual development as a religion major. Papers will be submitted to the department chair and distributed to faculty members for evaluation. In the spring semester, faculty and senior majors will meet for a symposium discussion of these self-assessments, to be followed by a festive meal.

RELIGION MINOR

ADMISSION TO THE MINOR

To enter the minor, students should submit a request via the Major/Minor/Certificate Declaration link in their portfolio and e-mail the chair (emcalister@wesleyan.edu) of their interest.

MINOR REQUIREMENTS

Students wishing to complete the minor must take six courses, arranged as follows:

- RELI151 (Introduction to the Study of Religion) with a grade of B- or higher
- Two courses in at least two areas of "Historical Traditions," as listed in our Description of Programs in Religion (https://iasext.wesleyan.edu/regprod/wesmaps_page.html?subj_page=RELI). In this category there are both survey courses (generally numbered at the 200-level) and seminars (generally numbered at the 300-level).
- Three additional courses of the student's choice. One of these courses may include RELI398 (Majors Colloquium), though this is not required.

Generally, tutorials and student forums do not count, though the chair (emcalister@wesleyan.edu) may count one after hearing compelling reasons from the student.

Religion courses must be taken for credit with standard letter grading, though special cases may be considered by the chair (emcalister@wesleyan.edu).

ROMANCE LANGUAGES AND LITERATURES

The Department of Romance Languages and Literatures (RL&L) is a cornerstone of the humanities at Wesleyan and the University's gateway to the French-, Italian-, and Spanish-speaking worlds. We represent literary and cultural traditions that extend from the Middle Ages to the present. We teach languages, literatures, and cultures that span Europe, Asia, Africa, and the Americas. Our students develop and apply their knowledge and skills through the extracurricular activities and study-abroad opportunities that we promote. Through a network of collaborations across departments and divisions, we support a wide array of majors, academic programs, and initiatives.

ADDITIONAL INFORMATION

Students interested in enrolling in French, Italian, or Spanish at the elementary or intermediate levels are urged to do so during their first and sophomore years. Department policy gives priority to first-year and sophomore students in our language classes (numbered **101-112**) to allow students to study abroad and to meet the requirements of those programs requiring language study. Juniors and seniors who wish to take elementary and intermediate language courses should submit an online enrollment request and attend the first class. They may be accepted during the drop/add period if seats become available. Should a junior or senior enroll in the first course of an ampersand sequence (such as **101-102**), he or she will have priority for the second course, just like first-year and sophomore students.

FACULTY

Francesco Marco Aresu

MA, Indiana University Bloomington; MA, Stanford University; PHD, Harvard University

Assistant Professor of Italian; Assistant Professor, Medieval Studies

Michael Armstrong Roche

BA, Harvard University; MA, Harvard University; PHD, Harvard University
Associate Professor of Spanish; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

Robert T. Conn

BA, Dartmouth College; PHD, Princeton University
Associate Professor of Spanish; Chair, Latin American Studies; Associate Professor, Latin American Studies

Andrew Curran

BA, Hamilton College; MA, New York University; PHD, New York University
William Armstrong Professor of the Humanities; Professor of French; Section Head; Professor, African American Studies

Octavio Flores-Cuadra

BA, Universidad Americas; MA, Universidad Americas; PHD, University of Pittsburgh
Adjunct Professor of Spanish

Bernardo Antonio Gonzalez

BA, University of California, Berkeley; MA, University of California, Berkeley; MAA, Wesleyan University; PHD, University of California, Berkeley
Professor of Spanish; Director, Center for Global Studies

Typhaine Leservot

BA, University of Caen; MA, University of North Carolina at Chapel Hill; PHD, University of North Carolina at Chapel Hill

Associate Professor of Letters; Associate Professor of French; Chair, Romance Languages and Literatures

Michael Meere

BA, Northwestern University; MA, University of Virginia; PHD, University of Virginia

Assistant Professor of French

Louise C. Neary

BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana
Adjunct Associate Professor of Spanish

Ellen Nerenberg

AB, Stanford University; PHD, University of Chicago
Dean of the Arts and Humanities; Hollis Professor of Romance Languages and Literatures; Professor of Italian

Maria Ospina

BA, Brown University; MA, Harvard University; PHD, Harvard University
Assistant Professor of Spanish; Assistant Professor, Latin American Studies

Catherine R. Ostrow

DIPL, Ecole Normale de Berkendale
Adjunct Lecturer in French

Paula C. Park

BA, Rutgers, the State University; MA, University of Texas Austin; PHD, University of Texas Austin

Assistant Professor of Spanish; Section Head; Assistant Professor, Latin American Studies

Ana M. Perez-Girones

BA, University of Seville; MA, Cornell University
Adjunct Professor of Spanish

Catherine Poisson

BA, Sorbonne; MA, New York University; PHD, New York University
Associate Professor of French; Associate Professor, Feminist, Gender, and Sexuality Studies

Stéphanie Ponsavady

MA, University of Provence; MA, New York University; MPHIL, New York University; PHD, New York University
Assistant Professor of French

Jeff Rider

BA, Yale University; MA, University of Chicago; PHD, University of Chicago
Professor of French; Professor, Medieval Studies

Olga Sandra Ferrer

BA, Universidad de Barcelona; MA, North Carolina State University; MA, Princeton University; PHD, Princeton University
Assistant Professor of Spanish

Camilla Zamboni

MA, Ohio State University
Adjunct Instructor in Italian; Section Head

AFFILIATED FACULTY

Meg Furniss Weisberg

BA, University of Connecticut; MA, Yale University; MPHIL, Yale University; PHD, Yale University
 Visiting Assistant Professor, French; Interim Assistant Director of Academic Writing

VISITING FACULTY

Sole Anatrone

BA, Smith College; MA, University of California, Berkeley; PHD, University of California, Berkeley
 Visiting Assistant Professor of Italian

Julio Enrique Checa

BA, Complutense Univ. of Madrid; PHD, Complutense Univ. of Madrid
 Visiting Professor of Spanish

Emmanuel Paris-Bouvret

Director, Language Resources and Technology; Director of Language Resources and Technology; Coordinator, Less Commonly Taught Languages; Visiting Instructor in Romance Languages Literatures

Juan Pablo Rodriguez Argente del Castillo

MA, Yale University
 Visiting Instructor in Spanish

Matthew James Treme

BA, Tulane University; MA, University of Arizona; PHD, Princeton University
 Visiting Assistant Professor of Spanish

EMERITI

Peter N. Dunn

BA, University of London; MA, University of London; MAA, Wesleyan University
 Hollis Professor of Romance Languages Literatures, Emeritus

Joyce O. Lowrie

BA, Baylor University; MAA, Wesleyan University; PHD, Yale University
 Professor of Romance Languages and Literatures, Emerita

Paula Paige

BA, Mount Holyoke College; MA, Middlebury College
 Adjunct Professor of Romance Languages and Literatures, Emerita

Norman R. Shapiro

BA, Harvard University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University
 Distinguished Professor of Literary Translation and Poet in Residence

DEPARTMENTAL ADVISING EXPERTS

Andrew Curran (fall), Stéphanie Ponsavady (spring), *French Studies*; Paula Park, *Hispanic Literatures and Cultures*; Camilla Zamboni, *Italian Studies*; Typhaine Leservot, *Romance Studies*

FRENCH STUDIES MAJOR

MAJOR DESCRIPTION

The French studies major provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment. It enables them to develop an in-depth knowledge of French-language literatures and critical approaches and, through them, an awareness of French and Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of French and Francophone cultures, through a flexible, interdisciplinary program combining coursework in a number of fields that may serve as the basis for future work or further academic or professional studies.

ADMISSION TO THE MAJOR

Our criterion for admission to the minor is a grade of B or higher in FREN215 or its equivalent.

MAJOR REQUIREMENTS

The major consists of a minimum of eight courses:

- **Four FREN courses numbered 220-399.**
 - FREN215 or the equivalent is the prerequisite for all **FREN** courses numbered **220** or higher.
 - Courses numbered **220-299** are introductory courses intended for students who have completed FREN215, who have taken an equivalent course elsewhere, or who have placed out of FREN215 through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
 - **300-level** courses are upper-level courses intended for students who have already completed two courses in French beyond FREN215 or who have studied abroad in a French-speaking country for at least a semester.
- **Four other courses** whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society. These courses may be in French or English and may include:
 - Courses from the French section's normal offering of **200-** or **300-level** courses.
 - Courses listed **FIST** (French, Italian, Spanish in translation).
 - Courses taken through approved study-abroad programs.
 - Courses offered by other departments and programs on campus that treat French or Francophone culture, politics, or history. These courses must be approved by the student's major advisor.

A minimum grade of B is required for courses taken on campus to count toward the FRST major or the Romance studies RMST major where the student is combining French with one or two other Romance cultures.

STUDENT LEARNING GOALS

The French studies major provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment. It enables them to develop an in-depth knowledge of French-language literatures and critical approaches and, through them, an awareness of

French and Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of French and Francophone cultures through a flexible, interdisciplinary program combining coursework in a number of fields that may serve as the basis for future work or further academic or professional studies.

STUDY ABROAD

All majors are strongly encouraged to spend at least one semester studying abroad in a French-speaking country. We encourage students to participate in Wesleyan's program in Paris (the Vassar-Wesleyan Program), but other Wesleyan-approved study-abroad programs currently exist in Cameroon, Madagascar, and Senegal. Wesleyan also sends one exchange student a year to the Institut d'Etudes Politiques in Paris. Students who would like information on other programs or who have strong academic reasons for wishing to participate in other French-based programs should contact the Associate Director of Study Abroad.

ADVANCED PLACEMENT

See wesleyan.edu/romance/french/aptransferofcredit (<http://wesleyan.edu/romance/french/aptransferofcredit.html>) for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/french/aptransferofcredit (<http://wesleyan.edu/romance/french/aptransferofcredit.html>) for more information.

HONORS

See wesleyan.edu/romance/french/honors (<http://wesleyan.edu/romance/french/honors.html>) for more information about honors.

CAPSTONE EXPERIENCE

See wesleyan.edu/romance/french/honors (<http://wesleyan.edu/romance/french/honors.html>) for more information about capstone experience options.

FRENCH STUDIES MINOR

ADMISSION TO THE MINOR

Our criterion for admission in the minor is a grade of B or higher in FREN215 or its equivalent.

MINOR REQUIREMENTS

The French studies minor provides students with a command of the French language sufficient to live and work in a French-speaking environment. It enables them to develop a good knowledge of French-language literatures and cultures,

and, through it, an awareness of French and Francophone modes of thought and expression. The minor consists of a minimum of five courses:

- **Four FREN courses numbered 220-399:**
 - FREN215 or the equivalent is the prerequisite for all **FREN** courses numbered **220** or higher.
 - Courses numbered **220-299** are introductory courses intended for students who have completed FREN215, who have taken an equivalent course elsewhere, or who have placed out of FREN215 through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
 - **300-level** courses are upper-level courses intended for students who have already completed two courses in French beyond FREN215 or who have studied abroad in a French-speaking country for at least a semester.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.
- **One FRST course.**

The other credit may be in French or English and may include any one of the following courses:

- A course from the French section's normal offering numbered **220-399**.
- A course listed **FIST** (French, Italian, Spanish in translation).
- A course taken through approved study-abroad programs.
- A course offered by other departments and programs on campus that deal partly or primarily with France or a Francophone region. This course must be approved by the student's minor advisor.

Although there is no overall GPA requirement to stay in the minor, a grade of B or higher is required to receive minor credit for a course.

HISPANIC LITERATURES AND CULTURES MAJOR

MAJOR DESCRIPTION

The major in Hispanic literatures and cultures is designed for students committed to achieving fluency in Spanish and a knowledge of the literatures and cultures of the Spanish-speaking world. The major emphasizes both the history and cultural diversity of a world whose geographic reach is vast and whose heritage extends from the Middle Ages to the present. The major focuses primarily on literary and related modes of representation (such as performance, film, and the visual arts) yet recognizes course work outside the department in related fields, as described below. Students majoring in Hispanic literatures and cultures have the flexibility to tailor the major to their intellectual interests as long as they meet our expectations for coherence.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in SPAN221 or the equivalent.

MAJOR REQUIREMENTS

- Nine (9) courses minimum numbered **203** and above. Students who count SPAN 203 must also take SPAN 221.
- Five (5) courses minimum in **SPAN** at Wesleyan numbered 221 or above. At least one in each of the following categories:
 - Before 1700 (Medieval, Spanish Golden Age or colonial Latin America, normally **SPAN230-249**);
 - Post-1700 Spain (normally **SPAN250-269**);
 - Post-1800 Latin America (normally **SPAN270-299**).
- One (1) course in **SPAN** at Wesleyan during their senior year.
- An average grade of B or better in courses taken for the major. Exceptions require the approval of the Spanish section.

Tutorials (for course assistants, essays, or honors) do not count toward the major.

Language courses taken abroad do not count toward the major.

Courses in Related Fields.

Courses taken in Spanish on selected programs abroad may count toward the major if they have a strong interpretive dimension, with a focus on reading, writing, discussion, representation, or form (e.g., how genre, rhetoric, and/or style shape meaning). Such courses may also treat the subject's history or the debates within it. Courses that meet these criteria are ordinarily found in anthropology, art history, history, music, philosophy, and sociology. They can also be found in economics, government, and psychology when the course focuses primarily on how the field is represented, conceived, or used in public debates or contexts.

Courses offered through the medium of English by other Wesleyan departments and programs primarily on the Hispanophone (including the U.S. Hispanic) world may count toward the major. These courses must be approved by the student's major advisor.

With the advisor's approval, majors may count courses in related fields as follows:

- For students who do not study abroad, up to two (2) courses through the medium of English.
- For students who study abroad, four (4) courses maximum on selected programs abroad and one (1) course through the medium of English at Wesleyan.

Important Additional Information.

Courses must be taken for a letter grade, unless the student is also majoring in COL.

Students majoring in both HISP and LAST may count no more than four (4) courses toward satisfying requirements of both majors concurrently.

Advising. Upon acceptance into the major, students will meet with their assigned HISP advisor in order to review their plan for completing the major. Advisees will meet with the advisor at least once each semester for the purpose of revising their progress and discussing any other matters related to their interest and goals in Spanish.

STUDENT LEARNING GOALS

Students who complete the major in Hispanic literatures and cultures gain the knowledge and skills needed to successfully pursue their academic and professional interests:

- the language proficiency to live, study, and work in a Spanish-speaking environment, in the United States or abroad;
- strong communicative skills, in both Spanish and their native language;
- the capacity to understand diverse points of view; and
- the ability to draw on a wide range of sources to stimulate their own creative and critical capacities

STUDY ABROAD

The following programs abroad are recommended for majors in Hispanic literatures and cultures:

- Vassar-Wesleyan Program in Madrid (Spain)
- Universidad de los Andes in Bogotá (Colombia)
- CIEE in Buenos Aires (Argentina)
- Middlebury in Chile (Various cities)
- CIEE in Santo Domingo (Dominican Republic)
- IFSA Butler at the Universidad Autónoma (Mérida, Mexico)

Students may petition for ad hoc approval of other programs abroad. For more information concerning study-abroad opportunities, visit the Office of Study Abroad, 201 Fisk Hall.

ADVANCED PLACEMENT

See wesleyan.edu/romance/spanish/aptransferofcredit (<http://wesleyan.edu/romance/spanish/aptransferofcredit.html>) for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/spanish/aptransferofcredit (<http://wesleyan.edu/romance/spanish/aptransferofcredit.html>) for more information.

HONORS

See wesleyan.edu/romance/spanish/honors (<http://wesleyan.edu/romance/spanish/honors.html>) for more information.

CAPSTONE EXPERIENCE

Students are encouraged to present a substantial piece of work during their senior year that is comparative and transnational in nature, either within the framework of a single course (a term paper, for instance) or as their senior essay or thesis.

ITALIAN STUDIES MAJOR

MAJOR DESCRIPTION

The study of Italian language, literature, and culture brings into proximity humanistic tradition and global concerns. The excellent language training Wesleyan students receive serves as the base from which to explore Italian history, culture, and society from the Middle Ages to the present. The rich and renewing curriculum enables students to develop and refine capabilities Wesleyan has defined as essential. Those capabilities that Italian studies fosters and increases include writing, speaking, interpretation, intercultural literacy, and effective citizenship—skills that are in service to a variety of professions and courses of study. The small classes, typically conducted through the medium of Italian, a characteristic of Wesleyan's Italian curriculum, allow professors and students to work closely on a variety of critical topics. The cross-disciplinary composition of the major allows students to explore their interests in an array of different departments (history, the College of Letters, art history, classics).

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in ITAL111 or the equivalent.

MAJOR REQUIREMENTS

- Nine courses above the level of ITAL102 (i.e., ITAL111 and higher) are required. Sophomores who are satisfactorily completing ITAL102 and intend to pursue Italian will be admitted to the major even though that course does not itself count for the major;
- All courses that count toward the major must be taken for a grade. Normally, only courses passed with a B or better will count for the major. Students are expected to request permission from the Italian section to count courses with a lower grade toward the major;
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged;
- One of the nine required courses may be taken in English;
- For students placing into ITAL221 or higher, three of the nine required courses may be taken in English;
- One course in Italian at Wesleyan following study abroad is required;
- All students are required to take at least one course for the major in their senior year.

ADDITIONAL INFORMATION

- The Italian major is designed to allow students to start Italian at Wesleyan in their first or second year and complete the major. Completion is further helped by spending one semester abroad in Italy through the ECCO program or another program.
- Students are highly encouraged to satisfy the post study-abroad course requirement in the semester they return to campus.

- Four credits from the ECCO program in Bologna are accepted: Only one of these may be on a topic that is not Italian in nature (i.e., economy of Russia taken at the UniBo).
- Lecce credit is accepted only for students who have completed ITAL102 only before study abroad.
- If a student attends a study-abroad program other than ECCO, a review of the number of credits that will be accepted into the major is required.

STUDENT LEARNING GOALS

The Italian studies major combines the study of Italian language, literature, film, and culture, bringing humanistic tradition together with current global concerns. The major is designed to provide students with a comparative, international, and interdisciplinary education. Language training at Wesleyan serves as the base from which to explore Italian history, culture, and society from the Middle Ages to the present. Likewise, the in-depth study of a variety of texts (literary, filmic, and cultural) enhances the study of the language. The study of a foreign language and culture complements students' understanding of their own native cultures, enriching their critical understanding of it. Small classes taught through the medium of Italian, along with the extracurricular activities and study-abroad opportunities, allow students to study in detail and collaborate on a variety of critical topics and foster abilities considered essential in an ever-globalizing world, such as critical thinking, intercultural interpretation and literacy, and effective citizenship. These skills, in turn, prepare students for a variety of professions and lifelong inquiries.

STUDY ABROAD

ECCO program in Bologna, Italy. Wesleyan University cosponsors with Vassar College and Wellesley College a program in Italy for up to 15 students from each of the three colleges without regard to their choice of major. ITAL102 or the equivalent of one year of college-level Italian is the prerequisite for participation. Students may choose to participate in either the fall or spring semesters, or (optimally) both. For fall or full-year participants, the program begins with a seven-week (two-credit) intensive language and culture course that consists of three weeks in Lecce in the month of August, followed by a short break, and then four more weeks in Bologna before the beginning of the academic year. Spring-only participants will have a similar three-week (one-credit) course in Bologna in January. A full complement of courses taught in Italian dealing with Italian literature, history, government, art history, and other areas is offered at the program's center, taught by faculty from the Università di Bologna and by the program director.

Qualified students are strongly encouraged to enroll in courses at the Università di Bologna, and, thus, students with good language skills will have a wide range of fields from which to choose, including economics, government, and the natural sciences. All courses carry one Wesleyan credit. Since the Italian studies major emphasizes linguistic and cultural competency, most courses taken at the Università di Bologna in Italian will normally count for the major. Only one course that is not Italian in nature, yet taught in Italian (i.e., The Economy of Russia) taken at the Università di Bologna will be accepted.

The cost of the program is approximately equivalent to that of staying on the home campus for the same period, and it includes round-trip air transportation between New York and Italy. Applications for the fall semester are due by March 1, for the spring semester, by October 1, and must be submitted to the Office of Study Abroad (<http://wesleyan.edu/ois>).

Students participating in Wesleyan's Program in Bologna for any duration may receive credit for four courses. Students attending study-abroad programs other than ECCO are required to have those credits reviewed by their advisor before they will be accepted for the major. Learn more at: wesleyan.edu/romance/italian/studyabroad.html (<http://wesleyan.edu/romance/italian/studyabroad.html>).

ADVANCED PLACEMENT

See wesleyan.edu/romance/italian/aptransferofcredit (<http://wesleyan.edu/romance/italian/aptransferofcredit.html>) for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/italian/aptransferofcredit (<http://wesleyan.edu/romance/italian/aptransferofcredit.html>) for more information.

ADDITIONAL INFORMATION

Course assistantships in Italian. Majors and other accomplished students returning from overseas may apply to serve as a course assistant for elementary Italian. Students may not receive academic credit for this exercise; rather, they will receive a stipend for their work. Students should express their interest to the faculty advisor in the spring for the following fall semester and in the early fall for consideration for the spring semester. Please note that students may serve as course assistant for only one course at the University per semester.

HONORS

See wesleyan.edu/romance/italian/honors (<http://wesleyan.edu/romance/italian/honors.html>) for more information about honors.

Capstone experience

See wesleyan.edu/romance/italian/honors (<http://wesleyan.edu/romance/italian/honors.html>) for more information about capstone experience options.

ROMANCE STUDIES MAJOR

MAJOR DESCRIPTION

The Romance studies (RMST) major provides students the opportunity to develop a broad knowledge of two or more of the Romance cultures taught at Wesleyan (French, Italian, Spanish) through a flexible, interdisciplinary program combining course work in a number of fields that may serve as the basis for future work or further academic or professional studies. Students who are interested in this major should contact the chair of the department.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in any combination of two of the following courses or the equivalent: FREN215, ITAL111, or SPAN221.

MAJOR REQUIREMENTS

- Determination of a major (five courses in your primary language) and minor (four courses in your secondary language) focus.
- A minimum of two comparative projects. The idea is to suspend, for a moment, the nationalist assumption that languages and cultures exist in isolation from each other. Writers, artists, scientists, and businesspersons routinely cross borders and languages. We ask you to do the same in two short or long papers, to be completed at Wesleyan or during study abroad. A comparative project means simply that, in consultation with a course instructor, you will draw substantially on both your Romance major languages and cultures to explore a problem that interests you. The project could be about border-crossing movements, reception, influence or adaptation, intertextuality, or dialogue between languages, literatures, and/or cultures. Or it could be an exploration of an issue that interests you (the environment, health care, urban planning, food, science, queer identities, fashion, etc.) in cross-cultural perspective, drawing on both your major languages and cultures. The projects may also be more informal or essayistic reflections (the equivalent of two short papers in length) on something significant you have learned or a perspective gained through study of two languages and cultures that you are unlikely to have learned through English only, a single foreign language, or another major. These essays may draw on work or study abroad or on the multiple courses you have taken at Wesleyan in your major languages. They may be written in English or in one of your major languages. If you write in English you are expected to draw on sources in your major languages.
- Nine courses at or above determined levels (FREN223, ITAL111, SPAN221) in two Romance languages.
- At least one course taken in both in the student's primary and your secondary languages following the study-abroad experience.
- At least one course taken in both in the student's primary and secondary languages in the student's senior year.
- Students are expected to earn a B or better in courses that count for the major. Students wishing to count a course with a lower grade toward the major are expected to consult with the chair of Romance Languages and Literatures (who will consult with the department) about it as soon as the grade is recorded.
- Courses must be taken for a letter grade, unless the student is also majoring in COL.

ADDITIONAL INFORMATION

- Study abroad is expected to take place on a Wesleyan-sponsored study-abroad program. Alternatively, students may, with the advisor's prior statement of support, study on another approved program. This practice is intended to promote the intellectual coherence of a major in which students acquire one language more recently than another.
- Students may take one course in English centered on the culture of their primary language.
- With the advisor's approval, students may satisfy the comparative requirement by way of coursework and/or written work conducted on a study-abroad program.

- Students whose primary language placement is higher than FREN215, ITAL112, SPAN221 are required to complete nine courses, two of which may be in English in the primary language's culture only.
- You may count up to three courses taken during study abroad toward the major. These courses may be taken in one or both of the major languages.
- Except in rare circumstances, students may not double major in any of the majors sponsored by the Romance Languages and Literatures Department: RMST, SPAN, FRST, ITST.
- Senior essays or theses must be comparative and involve the literatures and/or cultures of the student's major languages.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.

STUDENT LEARNING GOALS

The Romance studies major provides students with the proficiency in two Romance languages (among French, Italian, and Spanish) to live, study, and work successfully in the corresponding French-, Italian-, and/or Spanish-speaking environments. They learn about their literatures and other cultural forms such as film and, through them, about their modes of thought, expression, and creative achievement. As a result, they improve their ability to communicate in French, Italian, and/or Spanish as well as their native language; become more adept at understanding other points of view; and learn to draw on a wide range of sources to stimulate their own creative and critical capacities. Students are encouraged to bring the resources of their two Romance cultures to bear together on problems that interest them, providing a depth of perspective unavailable in English only or a single foreign language. Finally, students explore the enormous cultural diversity of the French-, Italian-, and/or Spanish-speaking worlds through a flexible interdisciplinary program (often including study abroad) that can serve as the basis for future work or further academic or professional studies.

STUDY ABROAD

All majors are strongly encouraged to spend at least one semester studying abroad in a Romance-language-speaking country. In addition to Wesleyan's own programs in Bologna, Madrid, and Paris, there are currently Wesleyan-approved study-abroad programs in Argentina, Brazil, Cameroon, Chile, Costa Rica, Ecuador, France (internships in Francophone Europe in Paris, Aix-en-Provence, Grenoble), Italy (Florence, Padua, Rome), Madagascar, Mexico, and Senegal. Wesleyan also sends one exchange student each year to the Institut d'Etudes Politiques in Paris. Students who have strong academic reasons for wishing to participate in other programs may also petition the International Studies Committee for permission to do so. For information on the approved programs and the petition process, contact the Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa>), 201 Fisk Hall.

ADVANCED PLACEMENT

See wesleyan.edu/romance/romancestudies/aptransferofcredit (<http://wesleyan.edu/romance/romancestudies/aptransferofcredit.html>) for more information.

TRANSFER OF CREDIT

See wesleyan.edu/romance/romancestudies/aptransferofcredit (<http://wesleyan.edu/romance/romancestudies/aptransferofcredit.html>) for more information.

ADDITIONAL INFORMATION

Students are responsible for ensuring that major communications with the primary language advisor about the essay or thesis work also go to the secondary language advisor at the same time (and vice-versa: communications with the secondary language advisor should go to the primary language advisor).

HONORS

See wesleyan.edu/romance/romancestudies/honors (<http://wesleyan.edu/romance/romancestudies/honors.html>) for more information about honors.

CAPSTONE EXPERIENCE

See wesleyan.edu/romance/romancestudies/honors (<http://wesleyan.edu/romance/romancestudies/honors.html>) for more information about capstone experience options.

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

The major in Russian, East European, and Eurasian studies (REES) is designed to provide students with a thorough understanding of contemporary Russian culture and society, its history, its political and economic institutions, and its place in the world. Students are strongly encouraged to spend a semester or a summer in Russia. At the end of their studies students should have achieved an advanced level of fluency in the language and should be able to work with Russian sources to conduct original research in their chosen area of specialization. They should be able to read or watch Russian media and understand the historical and cultural references that frame Russians' understanding of their world. Students should also have a basic familiarity with the historical, cultural, social, and political developments of the other post-Soviet states beyond Russia and have the opportunity to explore these countries in more detail if they so desire. The major prepares students for careers in research and cultural analysis, education, law, artistic production, diplomacy and public service, business, and communication. To be accepted into the program, students must have a minimum overall average of B in courses related to the major.

FACULTY

Irene Aleshkovsky

MA, Vilnius State University
Adjunct Professor of Russian, East European, and Eurasian Studies

Susanne Grace Fusso

BA, Lawrence University; MA, Yale University; PHD, Yale University
Professor of Russian, East European, and Eurasian Studies; Chair, Russian, East European and Eurasian Studies

Priscilla Meyer

BA, University of California, Berkeley; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University
Professor of Russian, East European, and Eurasian Studies; Professor, Russian and Eastern European Studies

Peter Rutland

BA, Oxford University; DPHIL, York University
Colin and Nancy Campbell Professor in Global Issues and Democratic Thought; Professor of Government; Director, Allbritton Center for the Study of Public Life; Professor, Russian, East European, and Eurasian Studies; Tutor, College of Social Studies

Victoria Smolkin

BA, Sarah Lawrence College; PHD, University of California, Berkeley
Assistant Professor of History; Assistant Professor, Russian, Eastern European, and Eurasian Studies; Tutor, College of Social Studies

AFFILIATED FACULTY

John P. Bonin

BA, Boston College; MA, University of Rochester; PHD, University of Rochester
Chester D. Hubbard Professor of Economics and Social Science; Professor of Economics; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian Studies

Nadya Potemkina

MM, University of Northern Iowa; MM, Ball State University
Adjunct Assistant Professor of Music; Adjunct Assistant Professor, Russian, East European, and Eurasian Studies

Justine Quijada

BA, University of Chicago; MA, Columbia University; PHD, University of Chicago
Assistant Professor of Religion; Assistant Professor, Russian, East European, and Eurasian Studies

Sasha Rudensky

BA, Wesleyan University; MFA, Yale University
Assistant Professor of Art; Assistant Professor, Russian, East European, and Eurasian Studies

EMERITI

Duffield White

BA, Wesleyan University; PHD, University of Michigan
Associate Professor of Russian Language and Literature, Emeritus

DEPARTMENTAL ADVISING EXPERTS

Susanne Fusso, Priscilla Meyer, Peter Rutland, Victoria Smolkin-Rothrock

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MAJOR

MAJOR REQUIREMENTS

There are two possible concentrations in the REES major.

- Language, literature, and culture.** Majors must complete three years of college-level Russian or the equivalent, as well as five more courses, three of which must be in literature or culture, one of which must be in either politics and economics or history and religion, and one of which must be either a course or a full-credit tutorial conducted in Russian. If a student places out of one or more semesters of language, he or she must take enough courses in REES to add up to a total of 11. For example, a student who places out of two semesters of first-year Russian would take four more semesters of language plus seven more courses.
- Social sciences.** Majors must complete two years of college-level Russian or the equivalent, as well as seven more courses chosen in consultation with an advisor. These courses must include at least one in the category of politics and economics, one in the category of history and religion, and one in the category of literature and culture. If a student places out of one or more semesters of language, he or she must take enough courses in REES to add up to a total of 11. For example, a student who places out of two semesters of first-year Russian would take two semesters of language plus nine more courses.

REES COURSES

Politics and Economics

GOVT274	Russian Politics	1
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History and Religion

HIST218	Imperial Russia, 1682-1917	1
HIST219	Russian and Soviet History, 1881 to the Present	1
RELI299	Imagining Communities: National Religions and Political Rituals	1

Literature and Culture in English

RUSS205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
RUSS206	A Matter of Life and Death: Fiction in the Soviet Era	1
RUSS222	Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature	1
RUSS232	The Real McCoy: Constructing Identity	1
RUSS240	Reading Stories: Great Short Works from Tolstoy to Petrushevskaya	1
RUSS251	Dostoevsky	1
RUSS252	Tolstoy	1
RUSS255	Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe	1
RUSS263	Nabokov and Cultural Synthesis	1
RUSS277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
THEA214	Theater of Anton Chekhov: Research, Analysis, and Performance	1

Literature in Russian

RUSS209	The Fantastic: Hoffmann and Gogol (Russian)	1
RUSS250	Pushkin	1
RUSS260	Dostoevsky's BRAT'IA KARAMAZOVY	1

Language

RUSS101 & RUSS102	Elementary Russian I and Elementary Russian II	3
RUSS201 & RUSS202	Intermediate Russian I and Intermediate Russian II	2
RUSS301 & RUSS302	Third-Year Russian I and Third-Year Russian II	2

STUDENT LEARNING GOALS

The Russian, East European, and Eurasian studies (REES) major is designed to provide students with a thorough understanding of contemporary Russian culture and society, its history, its political and economic institutions, and its place in the world. Students are strongly encouraged to spend a semester or a summer in Russia. At the end of their studies, students should have achieved an advanced level of fluency in the language and should be able to work with Russian sources to conduct original research in their chosen area of specialization. They should be able to read or watch Russian media and understand the historical and cultural references that frame Russians' understanding of the world. Students should also have a basic familiarity with the historical, cultural, social, and political developments of the other post-Soviet states beyond Russia and have the opportunity to explore these countries in

more detail if they so desire. The major prepares students for careers in research and cultural analysis, education, law, artistic production, diplomacy and public service, business, and communication.

STUDY ABROAD

Majors are strongly encouraged to participate in either a summer or a semester program of study in Russia, for which academic credit will be given. Students may study in Eastern Europe or Central Asia as long as the program includes a language component. For a semester of study abroad on an approved program, four credits will count toward graduation, of which two will count toward the REES major. For a summer of study abroad on an approved program, two credits will count toward graduation, of which one will count toward the REES major.

HONORS

To qualify to receive honors or high honors in Russian, East European, and Eurasian studies (REES), a student must write a senior thesis that will be evaluated by a committee consisting of the tutor, a second reader from the REES faculty, and one additional reader either from REES or from the faculty at large. This committee makes the final decision on departmental honors. Only a two-semester senior thesis may be submitted for honors in REES.

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MINOR

ADMISSION TO THE MINOR

Any student who intends to earn the minor in REES should speak with the program chair by the end of the junior year at the latest.

MINOR REQUIREMENTS

The minor in REES consists of six courses, in which the student must achieve a GPA of B. These courses must include RUSS101 and RUSS102 or two semesters of Russian language study at the appropriate level and four more REES courses, of which one must be taken in each of the three areas of politics and economics, history and religion, and literature and culture (see course list). The fourth course may be in any of the three areas or may be a semester of intermediate or advanced Russian. Two of the courses may be taken during study abroad (with prior approval). All courses except RUSS101 and RUSS102 must be taken for a grade. Students should plan the minor in consultation with REES faculty.

Satisfactory completion of the minor will be certified by the program.

SCIENCE IN SOCIETY PROGRAM

The sciences and scientifically sophisticated medicine and technology are among the most important and far-reaching human achievements. Scientific work has affected people's intellectual standards, cultural meanings, political possibilities, economic capacities, and physical surroundings. Scientific research has also acquired significance, direction, authority, and application within various cultural contexts. To understand the sciences as human achievements is, in significant part, to understand the world in which we live.

The Science in Society Program (SISP) is an interdisciplinary major that encourages the study of the sciences and medicine as institutions, practices, intellectual achievements, and constituents of culture. Students in the program should gain a better understanding of the richness and complexity of scientific practice and of the cultural and political significance of science, technology, and medicine. The major is well suited for students interested in a variety of professional and academic pursuits after graduation, since it encourages students to integrate technical scientific knowledge with a grasp of the historical and cultural setting within which it is understood and used.

FACULTY

Paul Hilding Erickson

BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Associate Professor of History; Associate Professor, Science in Society; Associate Professor, Environmental Studies

Lori Gruen

BA, University of Colorado Boulder; PHD, University of Colorado Boulder
William Griffin Professor of Philosophy; Professor of Philosophy; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Anthony Ryan Hatch

AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park
Associate Professor of Science in Society; Associate Professor, African American Studies; Associate Professor, Sociology

William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University
Professor of History; Academic Secretary; Professor, East Asian Studies; Professor, Environmental Studies; Professor, Science in Society

Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University
Wilbur Fisk Osborne Professor; Professor of Psychology; Chair, Science in Society; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University; PHD, Northwestern University
Hedding Professor of Moral Science; Professor of Science in Society; Professor of Philosophy; Professor, Environmental Studies

Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University
Professor of Religion; Professor, Feminist, Gender, and Sexuality Studies; Professor, Science in Society

Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University
Associate Professor of History; Chair, Feminist, Gender, and Sexuality Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

AFFILIATED FACULTY

Courtney Fullilove

BA, Columbia University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University
Associate Professor of History; Associate Professor, Environmental Studies; Associate Professor, Science in Society

Megan H. Glick

BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Assistant Professor of American Studies; Assistant Professor, Science in Society

Peter S. Gottschalk

BA, College of the Holy Cross; MA, Univ of Wisconsin Fond Du Lac; PHD, University of Chicago
Professor of Religion; Director, Office of Faculty Career Development; Professor, Science in Society

Steven W. Horst

BA, Boston University; PHD, University of Notre Dame
Professor of Philosophy; Professor, Science in Society

Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University
Professor of Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

Courtney Weiss Smith

BA, University Of Dayton; MA, Washington University; PHD, Washington University
Associate Professor of English; Associate Professor, Science in Society

VISITING FACULTY

H.C. Robinson

AB, Harvard University; JD, Harvard University
Visiting Assistant Professor of Science in Society

DEPARTMENTAL ADVISING EXPERT

Jill Morawski

SCIENCE IN SOCIETY MAJOR

MAJOR DESCRIPTION

The major consists of three components: courses offered within the Science in Society Program (SISP) in the history, philosophy, and social studies of the sciences, medicine, and technology; at least two years of coursework in a single scientific discipline; and an area of concentration to provide depth in a related discipline. Students can either complete their area of concentration in anthropology, FGSS, history, philosophy, religion, or sociology, or they can concentrate in a scientific discipline by completing a major in that science as part of their SISP major (the first two years of the science major satisfy the SISP science requirement).

First- and second-year students interested in the Science in Society Program should begin their science courses as soon as possible. Most students take their first course in the program as a sophomore. The core courses in the history of science or sociocultural studies of science are especially recommended as first courses in the program.

ADMISSION TO THE MAJOR

Students who declare their major in SISP must specify the fields in which they plan to complete their science requirement and their area of concentration. Students who seek to add the major after their sophomore year will only be admitted after review to ensure that they are in a good position to complete the major. All students who declare the major must submit a statement of their goals in the major, for advising purposes, and for later evaluation of how well those goals were met. There are no other requirements for admission to the major.

MAJOR REQUIREMENTS

Students may enroll in the program either as a stand-alone major or as a joint major with one of the science departments (astronomy, biology, chemistry, earth and environmental sciences, molecular biology and biochemistry, neuroscience and behavior, physics, or psychology). All students must take one course each in history of science, philosophy of science, and sociocultural studies of science, along with three additional courses in the program (including at least one 300-level seminar). Students for whom the program is a stand-alone major must also take a minimum of four major-track courses in one of the science departments and a structured three-course area of concentration in either anthropology, FGSS, history, philosophy, religion, or sociology. Students who undertake the joint major with a science must complete all requirements for a science major in place of the area of concentration. Further information about program requirements, policies, and its learning goals can be found at wesleyan.edu/sisp (<http://wesleyan.edu/sisp>).

STUDENT LEARNING GOALS

The faculty of the Science in Society Program have approved the following list of learning goals for all students undertaking the major in science in society:

- **Scientific competence:** Competence beyond the major-track introductory level in a scientific discipline, indicated by students' performance in appropriate courses in that science;
- **Core competence in science studies:** Improved understanding of the sciences and/or medicine as historically developing, socially and culturally situated practices of inquiry and conceptual understanding; that understanding should have both multidisciplinary breadth and greater depth within a particular disciplinary area of concentration.
- **Disciplinary depth:** Those students whose area of concentration is in a discipline that incorporates the sciences and medicine as objects of inquiry should improve their understanding of how that discipline conceives and approaches the sciences and/or medicine and how its approach connects to other ways of understanding the sciences and medicine; those students whose area of concentration is fulfilled by a second major in a scientific discipline should improve their understanding of how practices and achievements of that science are historically, culturally, and philosophically situated and how their scientific understanding and their core competence in science studies can be mutually informative.
- **Scientific contextualization:** Improved skills for engaging their scientific understanding in relevant ways with specific issues or concerns of broader social, cultural, political, and/or philosophical significance and for acquiring and assessing relevant technical background for such issues that go beyond their prior scientific training.

STUDY ABROAD

Many SISP students go abroad for a semester as a junior. Students can normally count only one course from study abroad toward the six required courses in SISP, although some students also get credit for science courses or toward their area of concentration.

TRANSFER CREDIT

Courses may be transferred from other institutions to replace one of the science in society requirements, but we review these requests very stringently, and we only accept courses clearly equivalent in level and field to courses we would accept at Wesleyan.

HONORS

To be eligible for departmental honors, a student must meet two criteria. First, all work done in the core courses of the Science in Society Program, including electives, must be considered, on average, to be very good (equivalent to a B+ or better). Second, a senior thesis deemed excellent by its readers is necessary for honors, and a genuinely distinguished thesis is needed for high honors.

CAPSTONE EXPERIENCE

The Science in Society Program offers three options for students seeking a senior capstone experience for their work in the major:

- All students are required to take one or more 300-level seminars in the program. These courses, on a wide range of topics, each with a term paper or other independent research component, provide many opportunities for what can become capstone projects, and students are encouraged to choose

their seminar courses and their research topics in those courses with this possibility in mind.

- Students with a suitable topic and faculty sponsor have an option of writing a senior thesis, which can lead to departmental honors for those eligible. Interested students should consult members of the faculty in the spring of their junior year to help refine their proposed topic and find a suitable advisor. For further information on this option, see wesleyan.edu/sisp/for_majors/honors_thesis.html (http://wesleyan.edu/sisp/for_majors/honors_thesis.html).
- Students with a suitable topic and faculty sponsor may undertake a senior essay or other independent capstone project as an independent tutorial.

Neither thesis tutorials nor senior essay tutorials can count toward the six courses in the program that are part of the major requirements. The required courses provide indispensable background for undertaking independent projects. Students considering writing a thesis are encouraged to be well along with the core major requirements before beginning the thesis as first-semester seniors.

SOCIOLOGY

The program is designed to help students develop new frameworks for analyzing a broad array of social relations—from everyday life interactions to large-scale historical and structural transformations—and to cultivate a critical appreciation for the academic discipline of sociology.

FACULTY

Robyn Kimberley Autry

BS, University of Colorado Boulder; MS, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison
Associate Professor of Sociology

Abigail Huston Boggs

BA, Wesleyan University; PHD, University Calif Davis
Assistant Professor of Sociology; Assistant Professor, Feminist, Gender, and Sexuality Studies

Mary Ann Clawson

BA, Carleton College; MA, SUNY at Stony Brook; PHD, SUNY at Stony Brook
Professor of Sociology; Professor, Feminist, Gender, and Sexuality Studies

Jonathan Cutler

BA, Tufts University; MA, Union Theological Seminary; PHD, CUNY The Graduate Center
Associate Professor of Sociology; Chair, Sociology

Greg Goldberg

BA, New York University; PHD, CUNY The Graduate Center
Assistant Professor of Sociology

Kerwin Kaye

BA, University of Colorado Boulder; MA, University San Francisco; PHD, New York University
Assistant Professor of Sociology; Tutor, College of Social Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

Basak Kus

BA, Bogazici University; MA, SUNY at Stony Brook; PHD, University of California, Berkeley
Associate Professor of Sociology

Courtney Patterson-Faye

BA, University of Pennsylvania; MA, Northwestern University; PHD, Northwestern University
Assistant Professor of Sociology

Rob Rosenthal

BA, Rutgers University; MA, University Calif Santa Bar; PHD, University of California, Santa Barbara
John E. Andrus Professor of Sociology; Professor of Sociology

AFFILIATED FACULTY

Anthony Ryan Hatch

AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park

Associate Professor of Science in Society; Associate Professor, African American Studies; Associate Professor, Sociology

Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University
Professor of Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

VISITING FACULTY

Peggy Carey Best

AB, Earlham College; PHD, Union Institute Grad School
Director, Service Learning; Visiting Assistant Professor of Sociology

EMERITI

Alex Dupuy

BA, University of Connecticut; MA, Brandeis University; MAA, Wesleyan University; PHD, SUNY at Binghamton
John E. Andrus Professor of Sociology, Emeritus; Co-Director, Susan B. and William K. Wasch Center for Retired Faculty

Sue C. Fisher

BA, California State Univ - Northr; MA, University of California, San Diego; MAA, Wesleyan University; PHD, University of California, San Diego
Professor of Sociology, Emerita

DEPARTMENTAL ADVISING EXPERTS

Mary Ann Clawson; Jonathan Cutler

SOCIOLOGY MAJOR

ADMISSION TO THE MAJOR

Students who wish to declare the major must have successfully completed SOC151 and must have completed or be currently enrolled in one additional Sociology Department course including:

- SOC202 or SOC212, or
- one Sociology Department-approved course from the Certificate in Social, Cultural, and Critical Theory (p. 195) course list.

MAJOR REQUIREMENTS

Majors must complete a total of 10 courses in fulfillment of the major requirements; this includes the capstone requirement.

- Three Sociology Department foundations courses
 - SOC151
 - SOC202

- SOC212
- Four Sociology Department topical courses (**SOC220-SOC412**)
- Three additional topical courses from any combination of:
 - **SOC220-SOC325**
 - SOC401 or SOC402 (Sociology Department individual tutorials, including education in the field)
 - SOC411 or SOC412 (Sociology Department group tutorials)
 - Advisor-approved courses taken outside the Wesleyan Sociology Department, including study-abroad credit, sociology-relevant courses at Wesleyan, and sociology courses taken at other institutions.

All sociology majors must enter their senior year having taken a minimum of three courses within the Wesleyan Sociology Department. This includes at least one of the two required courses (SOC202 or SOC212).

STUDY ABROAD

Study abroad is fully compatible with completing the major, but students who plan to go abroad for a semester are expected to discuss with their major advisors how such studies will fit into their overall academic program before finalizing their plans.

ADDITIONAL INFORMATION

- **Major advising.** Each major is assigned a faculty advisor with whom the student works out a program of study.
- **Transfer students.** Major declaration and completion requirements are subject to the approval of the Sociology Department faculty. Transfer students are encouraged to meet with the department chair, and then petition to use prior coursework credits toward fulfillment of the Wesleyan Sociology Department declaration and completion requirements.
- **Double majors.** Please consult with the department chair or a department advisor.
- **Education-in-the-field credit.** Students, whether majors or non-majors, seeking education-in-the-field credit must provide the department, in advance, with an acceptable prospectus of their work and assurance of professional guidance during the field experience. Students must submit research papers based on this experience. These papers should refer substantially to sociological literature pertinent to their field experience.

In planning their programs, students should examine the full list of WesMaps (<http://www.wesleyan.edu/wesmaps>) course offerings. Other information about the sociology major is available in the department office, Public Affairs Center 122.

HONORS

Students are invited to explore with their faculty advisor the possibility of qualifying for honors. Discussion should be initiated in the fall of the junior year. Students interested in the sociology honors program should obtain a copy of the department guidelines elaborating all of the steps in the process of qualifying for honors. These guidelines are available online and in the Sociology Department office.

All honors candidates must meet the course and sociology GPA requirements, but fulfillment of these requirements is not sufficient to guarantee qualification to register as an honors candidate. Sociology majors who wish to be registered as honors candidates must submit a thesis proposal by the end of spring semester of their junior year. The department faculty will determine, in light of the thesis proposal and the course and grade point averages stipulated below, whether the applicant will be authorized to register as an honors candidate.

To qualify for honors, students must have taken at least five courses in the Wesleyan Sociology Department by the end of the sixth semester and completed at least six Wesleyan sociology courses by the end of the seventh semester. Students must have an A- (91.7) average.

Note: Honors candidates must complete SOC202 and SOC212 by the end of the sixth semester with a minimum of A- in each.

CAPSTONE EXPERIENCE

Capstone Course Requirement. Advanced majors are required to craft a substantial capstone research project. There are two routes toward completion of this project:

- **Advanced Research Seminar.** Students enroll in an Advanced Research Seminar during the 6th, 7th, or 8th semester. Enrollment in these special-topic seminars, numbered **SOC399**, is limited to 15 student majors per course. These seminars feature in-depth engagement with advanced course materials and culminate in a significant research paper.
- **Honors Thesis.** Students who qualify for the honors program write an honors thesis in the **Thesis Seminar** (SOC405-SOC406) during the 7th and 8th semesters. See above for information on qualifying for honors.

THEATER

The Theater Department considers the critical and creative study of each theatrical area to be an essential component of a liberal arts education. Offerings include courses in acting; civic engagement and outreach; criticism, ethnography, history, and literature; costume, lighting, scenic, and media-based design; directing; performance studies; theory; performance art; playwriting; puppetry; and solo performance.

Many theater courses are cross-listed with academic departments in all divisions, as well as Wesleyan's colleges. Theater faculty and majors are committed to collaboration within and across departments. The Theater Department strongly encourages students to attend performances and lectures sponsored by all performing and visual arts departments.

Each year the department sponsors productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by undergraduates. Theater courses and productions reflect the interdisciplinary and multiple interests of the faculty and majors. Theater Department productions take place in the Center for the Arts Theater, the Patricelli '92 Theater, and other spaces on campus. The Center for the Arts (CFA) is a state-of-the-art facility with 400 seats. The Patricelli '92 Theater is a historic brownstone building with a traditional proscenium. Both theaters are highly flexible and can be used as black boxes. Site-specific performances take place across campus: in the Davison Art Center, the Center for African American Studies, and the Russell House, to name a few. All theaters and alternative spaces are available to faculty and senior thesis productions. The theater department is part of the Center for the Arts, a complex of studios, classrooms, galleries, performance spaces, departments, and programs that provide a rich, interdisciplinary environment for study and performance.

FACULTY

Ronald S. Jenkins

BA, Haverford College; EDD, Harvard University
Professor of Theater

Marcela Oteiza

BFA, University of Chile; MFA, California Institute of Arts
Assistant Professor of Theater; Assistant Professor, Theater

Edward Torres

BA, Roosevelt University
Assistant Professor of the Practice, Theater

VISITING FACULTY

Calvin O'Malley Anderson

BFA, Point Park College; MFA, University of Connecticut
Visiting Assistant Professor of Theater

Katherine Brewer Ball

BA, Occidental College; MA, New York University; PHD, New York University
Visiting Assistant Professor, African American Studies; Visiting Assistant Professor of Theater

Kathleen F. Conlin

BA, Youngstown St University; MA, University of Pittsburgh; PHD, University of Michigan

Chair, Theater; Frank B. Weeks Visiting Professor of Theater

Rebecca Foster

Technical Director and Production Manager of Theater and Manager of '92 Theater; Visiting Assistant Professor of Theater

Quiara Alegria Hudes

BA, Yale University; MFA, Brown University
The Shapiro Distinguished Professor of Writing and Theater

Greg Kotis

BA, University of Chicago
Visiting Artist-in-Residence in Theater

Donnie Mather

BFA, Western Kentucky Uni
Visiting Assistant Professor of Theater

Christian L. Milik

BA, Brandeis University
Costume Shop Manager; Visiting Instructor in Theater

Cybele Elise Moon

BFA, Ohio University; MFA, California Institute of Arts
Visiting Assistant Professor of Theater

Tira Palmquist

BA, University of Iowa; MFA, University of California, Irvi
Visiting Artist-in-Residence in Theater

Paul Pryce

MFA, Yale University
Visiting Assistant Professor of Theater

EMERITI

John F. Carr

BA, St. Michaels College; MAA, Wesleyan University; MFA, The Catholic University of America
Professor of Theater, Emeritus

William H. Francisco

BA, Amherst College; MAA, Wesleyan University; MFA, Yale University
Professor of Theater, Emeritus

Gay Smith

BA, University of Hawaii; MA, University of Hawaii; MAA, Wesleyan University; PHD, University of California LA
Professor of Theater, Emerita; Visiting Faculty (Tutorial)

Leslie A. Weinberg

BA, Case Western Reserve Univ; MFA, University of Connecticut
Retired Artist-in-Residence, Theater

DEPARTMENTAL ADVISING EXPERTS

Ron Jenkins, Marcela Oteiza (Dance Dept)

THEATER MAJOR

MAJOR DESCRIPTION

The theater major is an integrated program of study, one that provides a solid knowledge of the different areas of expertise that are involved in stage production and criticism. Gateway courses provide an introduction to theater techniques, principles, literatures, and discourses. Advanced courses prepare students to articulate their visions of theater both on stage and in writing. Honors theses, essays, and creative endeavors present majors with the opportunity to engage in in-depth scholarly and/or artistic research.

Students with strong interest in both theater and other fields of study may wish to pursue a double major. The option offers attractive possibilities for maximizing the benefits of Wesleyan's broad curriculum. Such an option is not uncommon but requires careful and early planning.

Declaration to become a major is usually made in the second semester of the sophomore year. The department embraces a broad definition of theater and believes in embodied learning: process, performance, and critical perspectives are equally stressed. Our majors focus on two or more aspects of theater and learn to articulate their artistic vision both on stage and in writing. The department welcomes analysis, criticism, artistic innovation, and theater inquiry of all sorts.

ADMISSION TO THE MAJOR

Gateway Courses

Please note that these courses must be completed in the theater department by the second semester of sophomore year

THEA105	Production Laboratory (One 0.5 credit in the technical aspects of scenic, costume, or lighting design)	0.5
THEA203	Special Topics in Theater History	1
THEA245	Acting I	1

MAJOR REQUIREMENTS

- One course in scenic, costume, or lighting design.
- THEA302. Please note that certain courses in departments may fulfill one of two theater history prerequisites (the gateway THEA203 or THEA302) only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the Theater Handbook.
- Two courses in dramatic literature, visual literacy, theory, criticism, and/or service learning. One of them may be an FYS course. Specialty courses in other departments may fulfill one of the two requirements only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the Theater Handbook.
- One credit of THEA329/THEA331 (earned in .25- and .5-credit increments).

- One credit of THEA427/THEA431/THEA433/THEA435/THEA437.

GENERAL EDUCATION

Completion of Stage 1 and 2 of General Education Expectations is a prerequisite for high honors in theater.

STUDY ABROAD

Students are encouraged to spend a semester at Wesleyan-approved programs abroad or to petition for approval of other programs in countries of their choice. For information, contact the Office of Study Abroad (<http://wesleyan.edu/studyabroad>).

Wesleyan preapproved programs with focus on theater:

- British American Drama Academy, London
- Moscow Art Theatre Semester
- CIEE, Buenos Aires
- C.V. STARR, Chile
- For Wesleyan policy on the programs not on the approved list, contact the Office of Study Abroad (<http://wesleyan.edu/studyabroad>).

PRIZES

Rachel Henderson Theater Prize: Awarded annually to the student who, in the estimation of the theater faculty, has contributed most to theater at Wesleyan over the course of his or her undergraduate career.

Outreach and Community Service Prize: Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

J.Peter Adler '90 Memorial Fund: Established in 1997 with gifts from family and friends in memory of J.Peter Adler '90, the J.Peter Adler Memorial Fund provides two awards per year to support a student theater production: one in the fall and one in the spring semester. An avid theater lover, J.P. participated in Second Stage while at Wesleyan as a non-theater major. He died suddenly in 1995. The Adler Fund is awarded with preference to first-time directors of Second Stage productions and, whenever possible, to non-theater majors. The fund may also support student theater productions associated with the Theater Department or other entities, such as senior thesis productions.

HONORS

Preliminary honors proposals with a bibliography are due one week after the end of spring break in the junior year. Students can submit proposals for either critical or creative honors theses.

Preliminary proposals will be judged based on clearly expressed objectives and evidence of research and preparation. Judgments will be based equally on preliminary research, clarity of the objectives of the process, and rationale for staging a given production. Please consult the section "Application Guidelines for Honors in Theater" in the handbook.

The Honors Committee will award honors on the basis of the readers' evaluations. All departmental readers must recommend honors for a candidate

to be successful. Students are entitled to copies of the readers' comments. The honors tutor is responsible for assigning a grade for the courses THEA409 and THEA410; this grade need not reflect the decision of the Honors Committee to award or deny departmental honors.

High honors in theater is by invitation only and requires an oral exam conducted by the Honors Committee. The Honors Committee will invite qualified students according to the following criteria: consideration of the readers' evaluations, originality of research and thesis topic, the student's performance in courses as reflected in his or her transcript, compliance with the General Education Expectations, and the extent to which the student's educational experience reflects the philosophy, goals, and diversity of the department.

Please see wesleyan.edu/theater (<http://wesleyan.edu/theater>) for details on prerequisites for applying for honors theses.

WRITING PROGRAM

Wesleyan offers students a vibrant writing community and a multitude of ways to pursue their interest in writing. Writers, editors, and publishers visit campus throughout the year, and students support more than 20 magazines, journals, and literary groups. The curriculum emphasizes academic writing in many subject areas and also offers courses in fiction writing, creative nonfiction, poetry, screenwriting, playwriting, and mixed forms. The establishment of the Shapiro Creative Writing Center at 167 High Street signals the importance the University attaches to writing. The Shapiro Center serves as a hub for writing activities and provides a venue for readings, workshops, colloquia, informal discussions, student-generated events, and receptions. Its lounge is open to all students enrolled in creative-writing courses. The Shapiro Center also houses writing faculty, including fiction writer Amy Bloom, the Distinguished University Writer-in-Residence.

The creative writing concentration in the English major. This concentration allows students to pursue creative writing at a high level in the context of advanced literary study. The concentration fosters the study of the history and practice of individual genres and of new hybrid forms and offers students the opportunity to work closely with the University's full-time writing faculty: the Shapiro-Silverberg Professor of Creative Writing, the internationally renowned poet Elizabeth Willis; Lisa Cohen, a writer of creative nonfiction, fiction, and poetry; and editor Anne Greene. Recent visiting faculty includes such distinguished writers as Hilton Als, Andre Aciman, Paul La Farge, Douglas A. Martin, and Clifford Chase. Enrollment in creative-writing courses in the English Department is not limited to English majors.

Creative writing in the College of Letters. Creative writing has long been an important component of the College of Letters curriculum, with an entry-level and an advanced course offered every year and open to students in all majors. COL majors are encouraged to write creative honors theses.

The Writing Certificate. The University's Writing Certificate (p. 195), essentially a minor, is open to students working in any major who wish to make writing an area of concentration. Courses that may count toward the certificate are drawn from many departments. They range from fiction writing, poetry, and creative nonfiction to journalism, biography, arts and film criticism, translation, and writing about science. In addition to fulfilling the coursework requirements for the certificate, students create a portfolio of their work and present their writing in public. The certificate sponsors a number of courses that carry the **WRCT** designation.

The Writer's Block. This small residential community provides an opportunity for first-year students and upper-class students with a particular interest in writing to live together and collaborate on formal and informal programs.

FACULTY

Amy B. Bloom

BA, Wesleyan University; MSW, Smith College
Shapiro-Silverberg Professor of Creative Writing; Professor of the Practice,
Creative Writing

Sean McCann

BA, Georgetown University; PHD, CUNY The Graduate Center
Professor of English; Director, Academic Writing

VISITING FACULTY

Amity Gaige

BA, Brown University; MFA, University of Iowa
Visiting Writer

Meg Furniss Weisberg

BA, University of Connecticut; MA, Yale University; MPHIL, Yale University; PHD, Yale University
Visiting Assistant Professor, French; Interim Assistant Director of Academic Writing

UNIVERSITY MAJOR

The University Major affords first and second-semester sophomores the opportunity to design a program that responds to their individual interests and aptitudes, that provides the excitement and the challenge of using the methodologies of two or more disciplines, and that gives sophomores the chance to work independently on an entire program, developing the necessary background and integrating the courses chosen in order to achieve the objectives that are set.

A student who wishes to arrange a University Major should discuss their intended program with members of the faculty in the student's fields of interest. The purpose of the discussions is to help the student clarify preliminary plans and select the three faculty members who will serve as sponsors.

MINORS

- African Studies Minor (p. 176)
- Archaeology Minor (p. 38)
- Art History Minor (p. 43)
- Caribbean Studies Minor (p. 177)
- College of East Asian Studies Minor (p. 69)
- Data Analysis Minor (p. 152)
- Economics Minor (p. 96)
- Education Studies Minor (p. 180)
- Film Studies Minor (p. 72)
- French Studies Minor (p. 159)
- German Studies Minor (p. 106)
- History Minor (p. 114)
- Integrated Design, Engineering & Applied Science Minor (p. 184)
- Medieval Studies Minor (p. 124)
- Planetary Science Minor (p. 187)
- Religion Minor (p. 156)
- Russian, East European, & Eurasian Studies Minor (p. 165)

AFRICAN STUDIES MINOR

Students interested in studying Africa at Wesleyan choose from an exciting variety of courses from across the Wesleyan curriculum: art history, dance, economics, English, feminist gender & sexuality studies (FGSS), history, government, music, and Romance languages & literatures.

MINOR REQUIREMENTS

The African studies minor allows students to create a coherent course of study by taking at least 5 courses that offer breadth and depth in the study of the continent. It enables them to develop an understanding of African history, contemporary issues facing the continent, and the creative and intellectual contribution of Africans. The minor consists of a minimum of 5 courses.

Although there is no overall GPA requirement to stay in the minor, a grade of B or higher is required to receive minor credit for a course.

At least one African History survey course:

1

HIST212	Modern Africa
HIST217	Africa to 1800

Four additional African Studies courses from History, the Social Sciences, or Humanities with the following conditions:

4

- No more than 3 total History courses may count.
- No more than 2 MUSC and/or DANC may count.
- No more than one 100 level may count.

African History (See WesMaps for a complete list)

AFAM203	African American History, 1444-1877
ARHA299	African History and Art
ARHA300	Iberian Expansion and the "Discovery" of Africa in Travel Narratives and Art, 1420--1640

HIST138	The Environment and Society in Africa
HIST212	Modern Africa
HIST217	Africa to 1800
HIST226	Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
HIST302	Reproductive Politics and the Family in Africa
HIST334	Social History of Islam in Africa
Social Studies (See WesMaps for a complete list)	
ECON366	The Economics of Developing Countries
GOVT324	Africa in World Politics
GOVT355	Political Theory and Transitional Justice
Humanities (See WesMaps for a complete list)	
DANC260	West African Dance I (and subsequent sections of West African Dance II and III; Two dance courses must be taken to fulfill the one credit requirement)
ENGL131	Writing About Places
ENGL223	The African Novel II: After Achebe
FIST125	Jungle and Desert Adventures
FREN303	Negotiating Gender in the Maghreb
MUSC295	Global Hip-Hop
MUSC445	West African Music and Culture--Beginners
SPAN264	Orientalism: Spain and Africa

Students are encouraged, but not required to study Arabic, French, Portuguese, or to pursue study of an African language through the Self-Instructional Program (SILP). Students who complete 1 credit of coursework through SILP may count their language instruction as 1 credit out of the total 5 credits.

Students are encouraged to study abroad in Africa, and they may count 1 course taken abroad to fulfill one of the additional history, social sciences, or humanities course requirements. The study abroad course must focus on the study of Africa, or an African region.

ADDITIONAL INFORMATION

Students may also create their own University Major (<http://www.wesleyan.edu/studentaffairs/resources/majordeclaration/umajor.html>) centered on the study of Africa:

FURTHER RESEARCH, LANGUAGE, AND STUDY ABROAD OPPORTUNITIES

RESEARCH
Besides participating in a variety of study abroad programs throughout the year, Wesleyan students often undertake their own original research in Africa as part of completing senior honors theses for their respective departments.

Theses are available here. (<http://wesscholar.wesleyan.edu/etds>)

LANGUAGE

Students who wish to study an African language are encouraged to submit a petition through the Language Resource Center and the Self-Instructional Language Program (<http://www.wesleyan.edu/ictls/silp.html>) (SIPL).

STUDY ABROAD

Information on current programs may be obtained from the Office of Study Abroad (<http://www.wesleyan.edu/studyabroad>), and should be discussed with a member of the African studies faculty cluster.

ARCHAEOLOGY MINOR

ADMISSION TO THE MINOR

To declare the minor, a student must achieve a grade of B or above in a designated Gateway course.

GATEWAY COURSES

ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP202	Paleoanthropology: The Study of Human Evolution	1
ARCP204	Approaches to Archaeology	1
ARCP214	Survey of Greek Archaeology	1
ARCP223	Survey of Roman Archaeology and Art	1
ARCP268	North America Before Columbus	1

MINOR REQUIREMENTS

The archaeology minor requires a minimum of six credits in archaeology. These must include

- One designated Gateway course
- One designated Thinking Through Archaeology course
- One course in each of four areas (anthropology, classical civilization, art history, methods and theory)

For a listing of the different courses in each of these categories, please see Major Requirements (p. 37).

To apply for the minor, please submit a declaration to add the minor through the Major/Minor/Cert Declaration application in your student portfolio.

ART HISTORY MINOR

ADMISSION TO THE MINOR

The art history minor is intended to reach students who would like to incorporate the study of artworks and architecture into their work in other disciplines and/or who discover art history later in their college career. The art history minor maintains the geographical breadth, historical depth, and academic rigor that is characteristic of the major but comprises fewer art history courses and does not require study of a foreign language. Art history minors may not write honors theses. For admission to the minor, students must have taken a minimum of three art history courses and have a B average in art history, as well as a B average overall.

The Art History Program director will admit students to the minor and certify them upon its completion. To sign up for the minor, students need to complete a minor declaration form found in their WesPortal.

Upon completing the minor, students must submit a completed minor certification form.

Students will not be required to declare an official minor advisor, but they are encouraged to meet with the art history faculty on an as-needed basis and to take part in program events.

MINOR REQUIREMENTS

To complete a minor, students need to take six credits with the following requirements:

- Completion of a **100**-level course. Students may choose from any of the **100**-level courses offered in any given semester or year.
- Completion of five courses numbered **200** or above. These courses must include study in four of the following five areas: classical, medieval, Renaissance/Baroque, modern, and non-western. One of these five courses must be a seminar (numbered in the **300** range).
- All of the courses offered by or cross-listed with the Art History Program are eligible for the minor.
- No courses numbered **401** or higher may count toward the minor.
- No courses in other departments may count toward the minor, except for courses cross-listed with art history.
- One course in art history taken elsewhere may count toward the minor, subject to the program chair's approval. If preapproved, this course would serve as the fifth **200**-level course and would not count toward the geographical and/or chronological distributional requirements.
- All courses that count toward the minor must be taken for a letter grade. Exceptions will be made for **COL** and **CSS** majors.

There is no prescribed sequence of courses, though it is recommended that students begin with a **100**-level course and proceed upward through the curriculum.

For a listing of active art history courses and the distributional requirements each fulfills, please see: wesleyan.edu/art/arthist/form/ACTIVE_ARHA.pdf (https://wesleyan.edu/art/arthist/form/ACTIVE_ARHA.pdf).

CARIBBEAN STUDIES MINOR

The Center for the Americas, in conjunction with faculty across campus who teach courses that fall within the category of Caribbean Studies, sponsors a Caribbean studies minor. The Director of the Center for the Americas serves as the administrator for minor certification.

The site of Columbus's first landing and the hemisphere's first Iberian settlement, what we now call the Caribbean, is temporally, geographically, and historically at the Center of the Americas. Colonized by Spain, France, England, the Netherlands, Denmark, and the United States, populated by streams of labor from Africa and Asia, as well as by peoples from Europe and the Middle East, the Caribbean has extraordinary diversity in its people, languages, and cultures. It is a microcosm of contemporary global problematics: immigrant, indigenous,

settler, and diasporic communities negotiating their current status as polities while preserving individual pasts and identities.

The Caribbean studies minor at Wesleyan focuses upon aspects of this region. It draws upon faculty and curricula from many departments and programs at Wesleyan: American studies, Latin American Studies, African American Studies, College of Letters, Anthropology, English, Religious Studies, and Music, among them. It is by its diverse nature constituted as always multidisciplinary.

MINOR REQUIREMENTS

The minor in Caribbean studies consists of five credits.

- AMST200 is required as a foundation course for the minor.
- The four additional courses may be drawn from courses that fall within the category of Caribbean studies. The Caribbean studies courses in Wesleyan's curriculum from 2013–14 to 2017–18 are listed here; the listing will be updated annually.

2017-2018 Courses

AMST200	Colonialism and Its Consequences in the Americas
AMST206	Junior Colloquium: New England and Empire *
AMST302	Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice *
AMST391	Religion and the Social Construction of Race *
LAST226	Spanish American Literature and Civilization *
LAST245	Modern Latin America Since 1810 *
LAST302	Latin American Politics *
LAST265	Multilingual Aesthetics in Latin America *
LAST292	Spanish American 'Modernismo' in a Global Context *
LAST296	Colonial Latin America *
LAST306	Liberation Theology and Pentecostalism in the Americas and Africa *
AFAM203	African American History, 1444-1877 *
COL225	20th-Century Franco-Caribbean Literature and the Search for Identity
ENGL231	Contemporary Puerto Rican Art and Literature
ENGL328	Brown, Black, and Queer Forms and Feelings *

2016-2017 Courses

AMST200	Colonialism and Its Consequences in the Americas
AMST225	Latinidad: Introduction to Latina/o Studies *
AMST391	Religion and the Social Construction of Race
AMST247	Caribbean Writers in the U.S. Diaspora
LAST245	Modern Latin America Since 1810 *
LAST252	Race and Nation in Latin America *
LAST254	Tales of Resistance: Modernity and the Latin American Short Story *
LAST302	Latin American Politics *
ANTH165	Between Journalism and Anthropology
ANTH399	Rereading Gendered Agency: Black Women's Experience of Slavery *
AFAM203	African American History, 1444-1877 *

SPAN272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film

FGSS204 Latina Historical Narratives (FGSS Gateway) *

2015-2016 Courses

AMST225	Latinidad: Introduction to Latina/o Studies *
AMST273	Diasporic South Asian Writing and American Studies *
ENGL279	Introduction to Latina/o/x Literature and Art: Border, Citizen, Body *
AMST306	Historicizing Latina/os
AMST329	Issues in Latina/o Politics and Culture *
AMST336	Comparative Asian and Latina/o Immigrant Experiences *
LAST241	Asian Latino Encounters: Imagining Asia in Hispanic America *
LAST245	Modern Latin America Since 1810 *
LAST226	Spanish American Literature and Civilization *
LAST268	Anthropology of Black Religions in the Americas
LAST281	Islas sonantes": Music and Sound Technologies in Hispanic Caribbean Literature
ANTH210	Haiti: Between Anthropology and Journalism
ANTH116	Abriendo Caminos: Transnational Politics of the Hispanophone Caribbean
AFAM203	African American History, 1444-1877 *
ENGL328	Brown, Black, and Queer Forms and Feelings *

2014-2015 Courses

AMST225	Latinidad: Introduction to Latina/o Studies *
AMST302	Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice *
AMST328	The Immigrant City in the United States, 1880--1924 *
AMST352	Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture *
AMST391	Religion and the Social Construction of Race
LAST226	Spanish American Literature and Civilization *
LAST245	Modern Latin America Since 1810 *
LAST268	Anthropology of Black Religions in the Americas
AFAM203	African American History, 1444-1877 *
ANTH210	Haiti: Between Anthropology and Journalism
ANTH201	Key Issues in Black Feminism (FGSS Gateway) *
COL225	20th-Century Franco-Caribbean Literature and the Search for Identity
ENGL274	Caribbean Poetry and Cinema: "Fields of Islands" in an Open Sea

2013-2014 Courses

AMST225	Latinidad: Introduction to Latina/o Studies *
AMST247	Caribbean Writers in the U.S. Diaspora
ENGL279	Introduction to Latina/o/x Literature and Art: Border, Citizen, Body *
AMST352	Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture *
LAST226	Spanish American Literature and Civilization *
LAST245	Modern Latin America Since 1810 *
LAST296	Colonial Latin America *

LAST300	Power and Resistance in Latin America *
LAST302	Latin American Politics *
AFAM203	African American History, 1444-1877 *
ANTH201	Key Issues in Black Feminism (FGSS Gateway) *
ANTH210	Haiti: Between Anthropology and Journalism
ENGL141	Slavery, Latifundio, and Revolution in Latin American Literature and Cinema *
ENGL215	Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC

* While a specific distribution of the four electives across disciplinary and interdisciplinary fields is not required, no more than three courses in a single disciplinary field may be counted for the minor. Those courses on the list that are marked with asterisks are not primarily focused on the Caribbean but include it in a broader hemispheric context or transnational perspective. Students including asterisked courses in their minor are asked to focus paper topics or research projects on the Caribbean if that is an option in the course. No more than two asterisked courses may be counted among a student's four electives. A student counting two asterisked courses must submit evidence of a paper or research project with a Caribbean focus for at least one of the two courses.

- No more than one 100-level course may be counted for the minor.
- While there is no general GPA requirement to declare or remain in the minor, a grade of B or better is required for all courses counted for the minor.
- Students who study abroad in the Caribbean (or elsewhere) would be allowed to count two courses for the minor so long as the courses are focused within Caribbean studies. To be counted for the minor, study-abroad courses have to be approved by the Director of the Center for the Americas.

COLLEGE OF EAST ASIAN STUDIES MINOR

ADMISSION TO THE MINOR

Upon completion of any College of East Asian Studies (CEAS) course, students may apply to enter the CEAS minor. Students must fill out an online application (<https://docs.google.com/a/wesleyan.edu/forms/d/e/1FAIpQLScnBK33CD9ypUTFW9uBS6rOubPLy69FFpJ4yVxaExlq4Jgdg/viewform?c=0&w=1>) and then submit a minor declaration via the Minor Declaration Tool in the electronic portfolio.

MINOR REQUIREMENTS

The minor requires completion of any five CEAS courses and intermediate-level competence in Chinese, Japanese, or Korean.

No more than two of the five courses may be language courses. No more than two of the five courses can be performance or studio art courses. No more than one of the five courses can be a study abroad course.

The rule that no more than two of the five courses can be language courses means that students beginning their Chinese, Japanese, or Korean language study at Wesleyan may have to take as many as seven courses to fulfill the minor (because four courses would be required to reach intermediate competence, but only two will count toward the minor).

Note that while the CEAS major requires that native speakers of a Chinese, Japanese, or Korean language must study a different Chinese, Japanese, or Korean language, that does not apply to the minor, so a native speaker of Korean, for example, can pass the intermediate competence standard without taking any languages classes and simply take any five CEAS classes. To graduate with a minor in CEAS, seniors must complete their minor certification form in their portfolio.

DATA ANALYSIS MINOR

MINOR REQUIREMENTS

Basic Knowledge Courses

Select one of the following:		1
MATH132	Elementary Statistics	
PHYS/QAC221	Modeling and Data Analysis: From Molecules to Markets	
PSYC200	Statistics: An Activity-Based Approach	
QAC201	Applied Data Analysis	
QAC211	Digging the Digital Era: A Data Science Primer	

Mathematical, Statistical, and Computing Foundation Courses

Select two courses from the following, each from a different group:		2
Mathematical Foundations		
MATH221	Vectors and Matrices	
MATH223	Linear Algebra	
MATH228	Discrete Mathematics	
Statistical Foundations		
ECON300	Quantitative Methods in Economics	
GOVT367/ QAC302	Political Science by the Numbers	
MATH231	An Introduction to Probability	
MATH232	Mathematical Statistics	

Computing Foundations

BIOL265	Bioinformatics Programming	
COMP112	Introduction to Programming	
COMP211	Computer Science I	
COMP212	Computer Science II	

Applied Electives

Select two credits from the following:		2
E&ES280	Introduction to GIS	
E&ES380/ QAC344	Advanced GIS and Spatial Analyses	
ECON282	Economics of Big Data	
ECON385	Econometrics	
ECON386	Introduction to Forecasting in Economics and Finance	

GOVT366	Empirical Methods for Political Science
GOVT378	Advanced Topics in Media Analysis
PHYS340	Computational Physics
PSYC385	Applied Quantitative Methods in Survey Research
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization
QAC241	Introduction to Network Analysis
QAC251	Data Visualization: An Introduction
QAC307	Experimental Design and Causal Inference
QAC311	Longitudinal Data Analysis (0.5 credit)
QAC312	Hierarchical Linear Models (0.5 credit)
QAC313	Latent Variable Analysis (0.5 credit)
QAC314	Survival Analysis (0.5 credit)
QAC323	Bayesian Data Analysis: A Primer (0.5 credit)
QAC380	Introduction to Statistical Consulting
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining

Additional courses to be offered by QAC such as **Modeling Time Series Data**, **Exploratory Data Analysis**, **Log-linear Models** etc.

ADDITIONAL INFORMATION

- There may be prerequisite courses required for some of the courses that count toward the minor, such as calculus. These prerequisites do not count toward the minor, and students attempting to complete the minor are not recused from these prerequisites.
- Mathematics majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either MATH232 or COMP212 and complete two applied elective courses.
- Computer science majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively, they can complete both MATH231 and MATH232 and complete two applied elective courses.
- Economics majors and minors cannot count ECON300 toward the minor and must instead complete one course from each of the other two foundation groups.
- Students cannot count more than one course toward this minor that is also counted toward completion of any other of their majors or minors.
- One course taken elsewhere may substitute as appropriate for any of the above courses and count toward the minor, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC Director).
- A more advanced course can substitute for the basic knowledge course, subject to approval. Students with good quantitative skills are strongly encouraged to do this.
- Students cannot receive both the data analysis minor and the Applied Data Science Certificate (p. 189).

ECONOMICS MINOR

ADMISSION TO THE MINOR

Completion of ECON110 with a grade of C+ or higher and completion of, or current enrollment in, ECON300. A student who fails to obtain a grade of C+ or higher in ECON110 may declare the minor only after the student obtains a grade of C+ or higher in ECON300.

MINOR REQUIREMENTS

Students minoring in economics must complete five graded courses in addition to ECON110.

- Three are the core courses: ECON300, ECON301, and ECON302.
- One of the two electives must be an upper-tier elective, numbered **305** to **399**.
- One of the two electives may be either an upper- or lower-tier elective (**205** to **299**).
- No courses numbered **401** or higher may count toward the minor.
- No courses in other departments, including **CSS**, may count toward the minor.
- One elective course in economics taken elsewhere may count toward the minor as the lower-tier elective only, subject to the department chair's approval.

EDUCATION STUDIES MINOR

The the Education studies minor is designed to help students look critically at educational institutions, practices, and thinking in the United States and abroad—from the elementary to the university level. The majority of the courses required for the minor focus on the psychological and sociological dimensions of education. Courses from other parts of the university focus on the tools and skills for analyzing education and on broader contexts within the history and philosophy of knowledge. Another category of courses provides students with concrete teaching experience in a variety of instructional settings. The goal is to help students acquire a deeper understanding of education and its relationship to society.

The minor *does not* provide the course credentials for CT State Initial Educator Certification that are required for teaching positions in public schools. Visit Alternate Route to Certification (<http://www.wesleyan.edu/cse/ARC%20MES%20partnership%20May%2011%202017.pdf>) for more information.

SUPERVISING FACULTY

STEVEN E. STEMLER ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/SSTEMLER/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/sstemler/profile.html))

Associate Professor of Psychology

ANNA SHUSTERMAN ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/ASHUSTERMAN/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/ashusterman/profile.html))

Associate Professor of Psychology

ADMISSION TO THE MINOR

Students are strongly urged to consult with one of the supervising faculty as they develop their plans for fulfilling the requirements.

Declare the minor through the Major/Minor/Certificate Declaration link via WesPortal>Academics>Major/Minor/Certificate Declaration. It is best to do this as early as possible so that you can receive e-mails and updates about the minor from the supervising faculty who will help you with academic planning.

MINOR REQUIREMENTS

The Education studies minor is awarded to students who complete seven courses from an approved curriculum. Successful candidates must earn either a grade of B or better in each course or maintain a B+ or better average for the seven courses used for the minor. The courses must include at least one course in each of the following categories:

1. Cognitive and psychological influences on learning and schooling
2. Social and structural analyses of education
3. Statistics
4. Broader contexts
5. In-school experience

The two additional courses should be chosen from those listed in categories 1 and/or 2. The courses may be completed in any order consistent with their prerequisites.

The supervising faculty maintains a suggested course list below. Students may contact one of the minor's supervising faculty to discuss other courses that might fulfill the requirements.

The Category 5 in-school experience requirement does not need to be credit-bearing. If the experience is something other than one of the listed courses below, the experience must be fully documented and fully meet the Category 5 criteria. Contact one of the supervising faculty to discuss how to document fulfilling this category.

Category 1: Cognitive and psychological foundations of education (1+ credits) Minimum of 1

PSYC206	Research Methods in Cognitive Development and Education *
PSYC221	Human Memory
PSYC230	Developmental Psychology *
PSYC245	Psychological Measurement
PSYC320	Cognition, Learning, and Instruction in the Classroom
PSYC355	Psychology of Reading
PSYC388	Advanced Research in Measurement

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Category 2: Social and structural analyses of education (1+ credits) Minimum of 1

CSPL341A	Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms
CSPL341B	Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education
CSPL341C	Entrepreneurship in Education: Past, Present, and Future
CSPL341D	Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective
ECON213	Economics of Wealth and Poverty *
PSYC253	Educational Psychology

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Category 3: Statistics (1 credit) 1

The field of education research is replete with quantitative data that can inform theory and practice. Furthermore, there is a push to make educational decisions "data-driven." To participate in these central conversations, students need to have a grasp of basic statistical principles.

ECON300	Quantitative Methods in Economics *
ECON385	Econometrics *
MATH132	Elementary Statistics
PSYC200	Statistics: An Activity-Based Approach
QAC201	Applied Data Analysis

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Category 4: Broader contexts (1 credit) 1

To put the contemporary U.S. educational system into context, students should take a course that addresses how systems of knowledge are understood, constructed, transmitted, and changed. A broad theoretical course should sharpen students' ideas about what is taught, why it is taught, and how it is taught in the current U.S. context.

AMST241	Childhood in America
DANC341	Embodiment and Education: Critical and Liberatory Perspectives
HIST140	Virtue and Vice in History, Literature, and Philosophy
HIST176	Introduction to History: Science in the Making: Thinking Historically About Science
HIST215	European Intellectual History to the Renaissance
HIST216	European Intellectual History since the Renaissance
HIST240	The United States Since 1901
HIST322	Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present
SISP202	Philosophy of Science

Category 5: In-school experience 40 hours

Students must complete one experience, equivalent to one Wesleyan credit, that is primarily focused on providing in-school or similar practical experience. The following three requirements **MUST** be met.

1. The total experience must be at least 40 hours (equivalent to 1 credit).
2. The student must spend at least 20 contact hours with students.
3. A reflection, preparation, discussion, or scholarly component is required.

There are a variety of ways that students can fulfill this requirement. Some ideas are listed below.

ASTR430	Seminar on Astronomical Pedagogy *
CHEM241 & CHEM242	Informal Science Education for Elementary School Students I and Informal Science Education for Elementary School Students II

DANC447 Dance Teaching Practicum

ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora

MUSC463 Teaching Music Lessons to Children in Local Schools

PSYC328 Current Research in Early Childhood

ENGL491 Teaching Apprentice Tutorial
& ENGL492 and Teaching Apprentice Tutorial

-Tutoring in a school setting for 10h per week for a semester or 5h per week for two semesters, designing a tutorial on education with a service learning component in a school, or developing an internship in a school. Students should register for CSPL 401/402 to complete the reflection requirement to receive .25 course credit, complete a .25 credit tutorial to reflect on or connect the experience to scholarly work, and/or write a reflective or scholarly paper for the CSED supervising faculty.

-Completing one semester as a Teaching Apprentice for an introductory course (e.g., first year foreign language or gateway science or social science course; all three criteria are met if student contact reaches 2h/week and there is discussion, planning, and reflection with mentor faculty).

-Student teaching at the Bank St. School of Education (Urban Education Semester)

-Teaching in an intensive summer program (Breakthrough, Summerbridge, CTY) and providing a letter confirming completion from the program.

* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

FILM STUDIES MINOR

ADMISSION TO THE MINOR

The department offers a six-course minor that provides an opportunity for you to participate in our basic introductory courses and a selection from a large group of cross-listed courses, as well as a group of courses that we have not yet cross-listed. You can link your film minor to your primary major or pursue an entirely

new area. For instance, you might focus on various cluster groups if so desired: television, cultural and media studies, international or global cinema, German cinema, Asian cinema, or writing for film and/or television and the media.

In accordance with the University guidelines, students minoring in film studies must complete six courses for a grade (no pass/fail) and achieve a B average. Tutorials, education in the field, and student forums do not count toward the minor.

Before becoming eligible for the minor, you must complete FILM307 with a grade of B or better, which would then count toward fulfillment of the minor and activate a minor course registration chart with the department (see department administrative assistant). Transfer courses cannot be used as a prerequisite, nor can they count toward fulfillment. After acceptance into the minor, you may submit courses taken overseas or at other universities to be considered on a case-by-case basis for credit.

MINOR REQUIREMENTS

FILM307 should be taken during the first or sophomore year. Students must meet with the minor administrator, Logan Ludwig (lludwig@wesleyan.edu), to declare the minor. After that, they may choose as convenient to complete the five additional courses before graduation.

Naturally, all course selections are subject to prerequisites from other departments, as well as enrollment restrictions, but with such a wide list of choices (and the list grows each year), there should be no problem in finding five classes.

COURSES

The list of courses currently recognized as part of the film studies minor includes. (Please note that not all courses will be available every semester.)

FILM288	Global Film Auteurs	1
FILM301	The History of Spanish Cinema	1
FILM304	History of World Cinema to the 1960s	1
FILM310	Introduction to Film Analysis	1
FILM311	Israel in Therapy: Society Under the Influence of TV Series	1
FILM315	Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1
FILM320	The New German Cinema	1
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	1
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	1
FILM349	Television: The Domestic Medium	1
FILM352	From Caligari to Hitler: Weimar Cinema in Context	1
FILM355	Newest German (and Austrian) Cinema	1
FILM360	Philosophy and the Movies: The Past on Film	1
FILM362	Television Storytelling: Consuming Darkness	1
FILM385	The Documentary Film	1
FILM388	Advanced Global Film Auteurs	1
FILM418	Documentary Filmmaking for Majors and Minors	1

FILM441	Video Art	1
FILM451	Introduction to Digital Filmmaking	1
FILM452	Writing About Film	1
FILM454	Screenwriting	1
FILM455	Writing for Television	1
FILM458	Visual Storytelling: Screenwriting	1
FILM459	Writing for Television II	1
AFAM274	Reel Black: African American Life in Film	1
CEAS202	Japanese Horror Fiction and Film	1
CEAS232	Introduction to Chinese Film	1
CJST236	Revival of the Israeli Cinema	1
FIST233	Modern Italy on the Silver Screen: 1960–2015	1
GOVT387	Foreign Policy at the Movies	1
RUSS234	Woody Allen and the Russian Novel	1
SPAN280	Screening Youth in Contemporary Latin American Cinema	1

- A course listed **FIST** (French, Italian, Spanish in translation).
- A course taken through approved study-abroad programs.
- A course offered by other departments and programs on campus that deal partly or primarily with France or a Francophone region. This course must be approved by the student's minor advisor.

Although there is no overall GPA requirement to stay in the minor, a grade of B or higher is required to receive minor credit for a course.

GERMAN STUDIES MINOR

ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with the department chair by the end of the junior year at the latest. Satisfactory completion of the minor will be certified by the department.

MINOR REQUIREMENTS

The minor requires six course credits with a minimum GPA of B. Four of the courses must be above the GRST211 level and taught entirely in German; at least two of these must be taken at Wesleyan. The other two courses may be in either English or German; they must be taken in the Wesleyan German Studies Department. All courses counted toward the minor must be taken for a letter grade. Exceptions will be made for students majoring in the College of Letters and the College of Social Studies.

HISTORY MINOR

ADMISSION TO THE MINOR

Why history? The minor in history offers students interested in history an avenue to gain coherent expertise in the field without committing to the eleven-credit coursework and research required for the major. The department intends the minor to be an opportunity to offer students a cluster of courses organized along thematic, geographical, or temporal lines that establishes some depth in the subject, its modes of analysis, and methods of investigation.

The minor is simple. Take six Department of History courses, two of which need to be seminars numbered 300 and above.

MINOR REQUIREMENTS

What next? The minor program in history consists of six semester-courses. These six courses must include the following:

1. Two Department of History seminars numbered 300-399.
2. One pre-1800 course: at least one of the six courses must be chiefly concerned with the pre-industrial era.

FRENCH STUDIES MINOR

ADMISSION TO THE MINOR

Our criterion for admission in the minor is a grade of B or higher in FREN215 or its equivalent.

MINOR REQUIREMENTS

The French studies minor provides students with a command of the French language sufficient to live and work in a French-speaking environment. It enables them to develop a good knowledge of French-language literatures and cultures, and, through it, an awareness of French and Francophone modes of thought and expression. The minor consists of a minimum of five courses:

- **Four FREN courses numbered 220-399:**
 - FREN215 or the equivalent is the prerequisite for all **FREN** courses numbered **220** or higher.
 - Courses numbered **220-299** are introductory courses intended for students who have completed FREN215, who have taken an equivalent course elsewhere, or who have placed out of FREN215 through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
 - **300-level** courses are upper-level courses intended for students who have already completed two courses in French beyond FREN215 or who have studied abroad in a French-speaking country for at least a semester.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.
- **One FRST course.**

The other credit may be in French or English and may include any one of the following courses:

- A course from the French section's normal offering numbered **220-399**.

The following stipulations also apply:

- At least five of the six courses must number 150 or higher.
- Only courses taught by faculty appointed in history may count toward the minor.
- Tutorials, education in the field, and student forums cannot be counted toward the minor.
- AP or IB credit cannot count toward the minor.
- Students may declare a history minor at any point in their undergraduate career via WesPortal>Academics>Major/Minor/Certificate Declaration.
- There is no minimum grade average to complete the minor, and there are no required gateway courses or course sequences for entry into the minor.

INTEGRATED DESIGN, ENGINEERING & APPLIED SCIENCE MINOR

The broad and deep challenges of society demand nimble minds that can utilize an integrated skill set that includes design, engineering, and applied science. The Integrated Design, Engineering & Applied Science (IDEAS) program prepares students to succeed at the intersection of design, the arts, and engineering. Students develop foundational knowledge in design and engineering by working in collaborative groups on project-based studies. The core courses of the IDEAS minor provide a basis in both the technical and aesthetic aspects of design. These courses serve as the basis for more focused studies in a broad array of elective modules that span design and engineering disciplines.

ADMISSION TO THE MINOR

Students should complete two required courses, one focusing on Design & Engineering (CIS170, CIS173, CIS175, or CIS250), and one on Design & Arts (ARST190, ARST233, or ARST283) to be admitted to the IDEAS minor. Declare the IDEAS minor through your WesPortal.

MINOR REQUIREMENTS

A minor in IDEAS requires six credits. Students must complete two project-based design courses, one focusing on engineering, and one on the arts. The remaining four elective courses come from course “modules.” Some courses offered on an irregular basis are not listed in modules, but may be used for electives, subject to approval from the minor advisor. In addition, students will assemble a digital or physical portfolio of their work from project-based courses to complete the minor.

Please note that CIS175: Principles of Engineering is a new course, coming soon!

STUDENT PORTFOLIO

Regardless of the module completed, students pursuing the minor will assemble a portfolio of their work from the courses completed to fulfill the minor. It will be expected that each student in the minor will begin the design of an online and/or physical portfolio in the required project-based minor courses. In consultation with an advisor, projects will be added to this portfolio and reviewed before

completion of the minor. The portfolio will be used for both for the assessment of individual students, as well as the success of the minor.

REQUIRED PROJECT-BASED DESIGN COURSES

Students must complete one course from each group below.

One Project-Based Design & Engineering Course		1
CIS170	Introduction to Design and Engineering	
CIS173	Introduction to Sensors, Measurement, and Data Analysis	
CIS175		
CIS250	Computational Media: Videogame Design and Development	
One Project-Based Design & Arts Courses		1
ARST190	Digital Art	
ARST233	Studies in Computer-based Modelling and Digital Fabrication	
ARST283	Physical Computing in Art and Design	

ELECTIVE COURSES FROM MODULES:

The course modules provide topical focus in the wide array of areas in Design, Engineering, and Applied Sciences. The IDEAS modules consist of four courses above the two required courses, to make the total of six courses in the minor.

Some of the proposed modules include courses listed among those that will satisfy the two-course distribution requirement listed above. Students will most efficiently complete such a module by selecting a required course that also contributes to the module. Students will work with an advisor to help them achieve the appropriate depth of study in the module area. Related courses that are not offered on a regular basis may be approved for minor credit, subject to review by the minor advisor. Students may propose substitutions or alternate modules, which must have approval from the advisor of the minor. Typically, introductory (100-level) courses may not be counted toward the elective requirement.

2D DESIGN

The study of communication design ranging from letterpress printing and the history of books to contemporary graphic design and on to web design, always referencing production and its technology.

If not completed in the general requirements, the following design course:		1
ARST190	Digital Art	
One course in the History of Design:		1
ARHA260	History of Prints	
Three additional courses, for a total of six courses:		3
ARST131	Drawing I	
ARST242	Typography	
ARST243	Graphic Design	

3D DESIGN

The study of objects, their design, and technologies of production. This module consolidates project-based learning in architecture, product design and furniture design.

If not completed in the general requirements, the following design courses:		3
ARST131	Drawing I	

ARST190	Digital Art	
THEA185	Text and the Visual Imagination	

One course in the History of Architecture: 1

ARHA151	European Architecture to 1750	
ARHA244	European Architecture and Urbanism, 1750-1910	

ARHA254	Architecture of the 20th Century	
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Two additional courses from the following list, for a total of six courses: 2

ARST233	Studies in Computer-based Modelling and Digital Fabrication	
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ARST235	Architecture I	
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THEA359	Design and the Performative Space	
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APPLIED MATH

Mathematical methods applied in science, engineering, computer science, and social science.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering	
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CIS173	Introduction to Sensors, Measurement, and Data Analysis	
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CIS175		
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One course in computing and programming foundations: 1

COMP112	Introduction to Programming	
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COMP211	Computer Science I	
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PHYS340	Computational Physics	
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Two additional courses from the following list, for a total of six courses: 2

MATH229	Differential Equations	
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MATH231	An Introduction to Probability	
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MATH232	Mathematical Statistics	
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PHYS213	Waves and Oscillations	
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PHYS217	Chaos	
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PHYS565	Mathematical Physics	
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BIOLOGICAL OR BIOCHEMICAL

Applications of biology and biochemistry to solve challenges in life and health sciences.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering	
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CIS173	Introduction to Sensors, Measurement, and Data Analysis	
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CIS175		
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One course in computing and programming foundations: 1

COMP112	Introduction to Programming	
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COMP211	Computer Science I	
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PHYS340	Computational Physics	
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Two additional courses from the following list, for a total of six courses: 2

BIOL212	Principles and Mechanisms of Cell Biology	
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BIOL265	Bioinformatics Programming	
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BIOL310	Genomics Analysis	
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MB&B228	Introductory Medical Biochemistry	
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MB&B325	Introduction to Biomolecular Structure	
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MB&B377	Advanced Genetics	
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MB&B381	Physical Chemistry for the Life Sciences	
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CHEMICAL

Applications of chemistry to the design of new chemicals, materials, and energy production.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering	
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CIS173	Introduction to Sensors, Measurement, and Data Analysis	
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CIS175		
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One course in computing and programming foundations: 1

COMP112	Introduction to Programming	
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COMP211	Computer Science I	
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PHYS340	Computational Physics	
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Two additional courses from the following list, for a total of six courses: 2

CHEM251	Principles of Organic Chemistry I	
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CHEM252	Principles of Organic Chemistry II	
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CHEM337	Physical Chemistry I: Quantum Mechanics and Spectroscopy	
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CHEM338	Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics	
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CHEM381	Physical Chemistry for the Life Sciences	
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COMPUTER

Applications of computer science to the design of new computer hardware and software.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering	
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CIS173	Introduction to Sensors, Measurement, and Data Analysis	
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CIS175		
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One course in computing and programming foundations: 1

COMP112	Introduction to Programming	
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COMP211	Computer Science I	
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PHYS340	Computational Physics	
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Two additional courses from the following list, for a total of six courses: 2

ARST283	Physical Computing in Art and Design	
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CIS250	Computational Media: Videogame Design and Development	
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COMP212	Computer Science II	
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COMP312	Algorithms and Complexity	
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COMP321	Design of Programming Languages	
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COMP331	Computer Structure and Organization	
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COMP342	Software Engineering	
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DIGITAL DESIGN

Design whose final form is the web or virtual space.

If not completed in the general requirements, the following design courses: 3

ARST131	Drawing I
ARST190	Digital Art
THEA185	Text and the Visual Imagination

One course in the History of Design: 1

ARHA151	European Architecture to 1750
ARHA244	European Architecture and Urbanism, 1750-1910
ARHA254	Architecture of the 20th Century
ARHA260	History of Prints

Two additional courses from the following list, for a total of six courses: 2

ARST233	Studies in Computer-based Modelling and Digital Fabrication
ARST283	Physical Computing in Art and Design

ELECTRICAL

Applications of electrical and magnetic systems to the design of new devices and communications.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering
CIS173	Introduction to Sensors, Measurement, and Data Analysis
CIS175	

One course in computing and programming foundations: 1

COMP112	Introduction to Programming
COMP211	Computer Science I
PHYS340	Computational Physics

Two additional courses from the following list, for a total of six courses: 2

ASTR240	Radio Astronomy
PHYS213	Waves and Oscillations
PHYS214	Quantum Mechanics I
PHYS324	Electricity and Magnetism
PHYS342	Experimental Optics
PHYS345	Electronics Lab

ENVIRONMENTAL

Application of environmental and ecological knowledge to the protection of ecosystems and human population.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering
CIS173	Introduction to Sensors, Measurement, and Data Analysis
CIS175	

One course in computing and programming foundations: 1

COMP112	Introduction to Programming
COMP211	Computer Science I
PHYS340	Computational Physics

Two additional courses from the following list, for a total of six courses: 2

BIOL216	Ecology
E&ES244	Soils
E&ES246	Hydrology
E&ES250	Environmental Geochemistry
E&ES280	Introduction to GIS

GEOMECHANICS/GEOSYSTEMS

Applications of geology and earth science to the development and preservation of subterranean resources.

If not completed in the general requirements, the following engineering design courses: 2

CIS170	Introduction to Design and Engineering
CIS175	

One course in computing and programming foundations: 1

COMP112	Introduction to Programming
COMP211	Computer Science I
PHYS340	Computational Physics

Two additional courses from the following list, for a total of six courses: 2

E&ES213	Mineralogy
E&ES215	Earth Materials
E&ES223	Structural Geology
E&ES280	Introduction to GIS
E&ES375	Modeling the Earth and Environment

MATERIALS SCIENCE

Discovery, design, and properties of new materials.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering
CIS173	Introduction to Sensors, Measurement, and Data Analysis
CIS175	

One course in computing and programming foundations: 1

COMP112	Introduction to Programming
COMP211	Computer Science I
PHYS340	Computational Physics

Two additional courses from the following list, for a total of six courses: 2

CHEM377	Chemistry of Materials and Nanomaterials
CHEM379	Nanomaterials Lab
PHYS316	Thermal and Statistical Physics
PHYS358	Condensed Matter

MECHANICAL

Application of mechanics, kinematics, and thermodynamics to design and develop new mechanical systems.

If not completed in the general requirements, two of the following engineering design courses: 2

CIS170	Introduction to Design and Engineering
CIS173	Introduction to Sensors, Measurement, and Data Analysis
CIS175	

One course in computing and programming foundations: 1

COMP112	Introduction to Programming
COMP211	Computer Science I
PHYS340	Computational Physics

Two additional courses from the following list, for a total of six courses: 2

CHEM338	Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics
PHYS213	Waves and Oscillations
PHYS217	Chaos
PHYS313	Classical Dynamics
PHYS316	Thermal and Statistical Physics
PHYS358	Condensed Matter

PERFORMANCE DESIGN

Stage design for theater or dance, sets, costumes, and lighting.

One course in the History of Design: 1

ARHA151	European Architecture to 1750
ARHA244	European Architecture and Urbanism, 1750-1910
ARHA254	Architecture of the 20th Century
ARHA260	History of Prints

Three additional courses from the following list, for a total of six courses: 3

THEA185	Text and the Visual Imagination
THEA305	Lighting Design for the Theater
THEA360/ DANC364	Media for Performance
THEA359	Design and the Performative Space
THEA383	Introduction to Costume Design for Performance

ADDITIONAL MINOR INFORMATION

- There may be prerequisite courses required for some of the courses listed above. These prerequisites do not count towards the minor.
- Some of the courses may be cross-listed with other departments; students can enroll in any listing for the specified course.
- Students may propose an alternate course module or a different combination of elective courses, in consultation with the IDEAS advisor.
- Some courses may overlap with existing major requirements. A student may only count two course credits toward the IDEAS minor that are also counted towards a major, linked major, certificate, or other minor, unless receiving explicit approval from the IDEAS minor administrator to waive this requirement.

MEDIEVAL STUDIES MINOR

MINOR REQUIREMENTS

The medieval studies minor provides students with a basic knowledge of the European Middle Ages in the valuable context of an interdisciplinary framework.

Students minoring in medieval studies complete six courses cross-listed with **MDST** or approved by the chair of the medieval studies program. No more than three of these courses may be taken in any one department and at least two must be taken in arts and humanities and two in social sciences. At least four of these courses must be taken at Wesleyan; one or two may be taken while studying abroad or during the summer.

Minors are strongly encouraged to take at least two years of a modern foreign language. Minors who anticipate going on to graduate work in the medieval or early modern period are strongly encouraged to take at least two years of Latin as well.

PLANETARY SCIENCE MINOR

Planetary science is an emerging interdisciplinary field that seeks to understand the origin and evolution of the solar system in which we live and the other solar systems that we have identified in our galaxy. The science questions include the most important of our times: How do planets (including the Earth) form? How common are they in the universe? What is their range of properties and how do they evolve? Is there or was there ever life on other planets? This field has grown significantly over the last decade with major advances in our understanding of Mars and the outer solar system and the discovery of hundreds of exoplanetary systems. Planetary research is a primary focus of NASA's current and future missions.

The planetary science minor will give students exposure to fundamental themes, tools, and topics that are relevant to future careers in the planetary science, general sciences, and for the educated citizen.

MINOR REQUIREMENTS

The planetary science minor consists of 5 graded courses plus at least 3 offerings of the 0.25 credit Planetary Science Seminar.

Introductory Courses 2

Students are expected to take Introductory Courses to both of the major areas important to our field, Astronomy and E&ES:

ASTR155	Introduction to Astrophysics
E&ES101	Dynamic Earth (or an upper level (200+) E&ES course)
or E&ES115	Introduction to Planetary Geology

Intermediate Courses 3

The minor requires three upper-level courses chosen from a list of relevant offerings in Astronomy and E&ES. At least one of the intermediate courses would need to be from each of the departments, in order to preserve the interdisciplinary nature of the minor. These courses fluctuate from year to year but would currently be drawn from the following set:

ASTR231	Stellar Structure and Evolution
ASTR224	Exoplanets: Formation, Detection, and Characterization
E&ES213 & E&ES214	Mineralogy and Laboratory Study of Minerals
E&ES215 & E&ES216	Earth Materials and Earth Materials Laboratory

E&ES220 & E&ES221	Geomorphology and Geomorphology Laboratory
E&ES223 & E&ES224	Structural Geology and Field Geology
E&ES234 & E&ES235	Geobiology and Geobiology Laboratory
E&ES280 & E&ES281 or E&ES380	Introduction to GIS and GIS Service-Learning Laboratory Advanced GIS and Spatial Analyses
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks
E&ES319	Meteorites and Cosmochemistry
E&ES321	Planetary Evolution
E&ES375	Modeling the Earth and Environment
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory
Advanced Courses	0.75

To qualify for the minor a student must complete AST/E&ES 555 Planetary Science Seminar during at least three of the four semesters available in their junior and senior years. We encourage students to complete all four semesters if possible in order to obtain complete coverage of our cycle of topics.

E&ES/ASTR555	Planetary Science Seminar
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Research (Optional)

While research in the area of planetary science is not required, we hope that most students seeking this minor will elect to do research with a member of the Planetary Science Group. Research can be done during the semester or over the summer.

RELIGION MINOR

ADMISSION TO THE MINOR

To enter the minor, students should submit a request via the Major/Minor/Certificate Declaration link in their portfolio and e-mail the chair (emcalister@wesleyan.edu) of their interest.

MINOR REQUIREMENTS

Students wishing to complete the minor must take six courses, arranged as follows:

- RELI151 (Introduction to the Study of Religion) with a grade of B- or higher
- Two courses in at least two areas of "Historical Traditions," as listed in our Description of Programs in Religion (https://iasext.wesleyan.edu/regprod/wesmaps_page.html?subj_page=RELI). In this category there are both survey courses (generally numbered at the 200-level) and seminars (generally numbered at the 300-level).
- Three additional courses of the student's choice. One of these courses may include RELI398 (Majors Colloquium), though this is not required.

Generally, tutorials and student forums do not count, though the chair (emcalister@wesleyan.edu) may count one after hearing compelling reasons from the student.

Religion courses must be taken for credit with standard letter grading, though special cases may be considered by the chair (emcalister@wesleyan.edu).

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MINOR

ADMISSION TO THE MINOR

Any student who intends to earn the minor in REES should speak with the program chair by the end of the junior year at the latest.

MINOR REQUIREMENTS

The minor in REES consists of six courses, in which the student must achieve a GPA of B. These courses must include RUSS101 and RUSS102 or two semesters of Russian language study at the appropriate level and four more REES courses, of which one must be taken in each of the three areas of politics and economics, history and religion, and literature and culture (see course list). The fourth course may be in any of the three areas or may be a semester of intermediate or advanced Russian. Two of the courses may be taken during study abroad (with prior approval). All courses except RUSS101 and RUSS102 must be taken for a grade. Students should plan the minor in consultation with REES faculty.

Satisfactory completion of the minor will be certified by the program.

CERTIFICATES

Certificates provide curricular options that complement current departmental and interdisciplinary majors. They are designed to bring coherence to programs of study that include courses from many departments and programs. For each program, model curricula are provided to guide students in their choice of courses. Wesleyan currently has twelve certificate programs in place.

- Certificate in Applied Data Science (p. 189)
- Certificate in Civic Engagement (p. 190)
- Certificate in Environmental Studies (p. 190)
- Certificate in Informatics and Modeling (p. 191)
- Certificate in International Relations (p. 192)
- Certificate in Jewish and Israel Studies (p. 192)
- Certificate in Middle Eastern Studies (p. 192)
- Certificate in Molecular Biophysics (p. 193)
- Certificate in Muslim Studies (p. 193)
- Certificate in Social, Cultural, and Critical Theory (p. 195)
- Certificate in South Asia Studies (p. 195)
- Certificate in Writing (p. 195)

CERTIFICATE IN APPLIED DATA SCIENCE

To earn the Applied Data Science Certificate, students must complete seven graded courses and the capstone Data Analysis Practicum.

Select one of the following basic knowledge courses: 1

MATH132	Elementary Statistics
PHYS/QAC221	Modeling and Data Analysis: From Molecules to Markets
PSYC200	Statistics: An Activity-Based Approach
QAC201	Applied Data Analysis
QAC211	Digging the Digital Era: A Data Science Primer

Select two courses from the following mathematical, statistical and computing foundation courses, each from a different group: 2

Mathematical Foundations	
MATH221	Vectors and Matrices
MATH223	Linear Algebra
MATH228	Discrete Mathematics
Statistical Foundations	
ECON300	Quantitative Methods in Economics
GOVT367/ QAC302	Political Science by the Numbers
MATH231	An Introduction to Probability
MATH232	Mathematical Statistics
Computing Foundations	
BIOL265	Bioinformatics Programming
COMP112	Introduction to Programming
COMP211	Computer Science I

COMP212	Computer Science II
Select two of the following applied data science courses: 2	
QAC251	Data Visualization: An Introduction
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining
Select two credits from the following applied electives: 2	
E&ES280	Introduction to GIS
E&ES380/ QAC344	Advanced GIS and Spatial Analyses
ECON282	Economics of Big Data
ECON385	Econometrics
ECON386	Introduction to Forecasting in Economics and Finance
GOVT366	Empirical Methods for Political Science
GOVT378	Advanced Topics in Media Analysis
PHYS340	Computational Physics (0.5 credits)
PSYC385	Applied Quantitative Methods in Survey Research
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization
QAC241	Introduction to Network Analysis
QAC251	Data Visualization: An Introduction
QAC307	Experimental Design and Causal Inference
QAC311	Longitudinal Data Analysis (0.5 credits)
QAC312	Hierarchical Linear Models (0.5 credits)
QAC313	Latent Variable Analysis (0.5 credits)
QAC314	Survival Analysis (0.5 credits)
QAC323	Bayesian Data Analysis: A Primer (0.5 credits)
QAC380	Introduction to Statistical Consulting
(Additional courses to be offered by QAC such as Modeling Time Series Data, Exploratory Data Analysis, Log-linear Models etc.)	

The capstone Data Analysis Practicum that includes an ethics and epistemology seminar discussion as well as completing an independent data science project. 1

ADDITIONAL INFORMATION

Some of the courses that count toward the certificate may have a prerequisite, such as calculus. These prerequisites do not count toward the certificate, and students attempting to complete the certificate are not recused from these prerequisites.

Mathematics majors cannot count courses in the foundations groups already covered by their major toward the certificate. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either MATH232 or COMP212 and complete two applied elective courses.

Computer science majors cannot count courses in the foundations groups already covered by their major toward the certificate. They must instead complete one course from the statistical foundations group and complete three

applied elective courses. Alternatively, they can complete both MATH231 and MATH232 and complete two applied elective courses.

It is strongly recommended that students who are not mathematics or computer science majors take courses in the computing foundations group to satisfy the certificate requirements. They can also substitute either MATH232 or COMP212 for one of their applied elective courses.

Economics majors and minors cannot count ECON300 toward the certificate and must instead complete one course from each of the other two foundation groups.

Students cannot count more than one course towards this certificate that also counts toward completion of any of their majors or minors.

Up to two courses taken elsewhere may substitute as appropriate for any of the above courses and count toward the certificate, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC director).

Students can substitute a course from among the applied data science and applied elective courses for the basic knowledge course, subject to approval.

Students cannot receive both the data analysis minor and the applied data science certificate.

CERTIFICATE IN CIVIC ENGAGEMENT

Civic engagement encompasses a wide range of activities in which individuals work to strengthen their communities, to realize common goods, to enhance the capacities and dispositions necessary for democratic self-rule, and, in general, to deliberately shape their common life. Wesleyan University prides itself on enrolling and nurturing students with a strong social consciousness. Students participate in a wide variety of formal and informal "civic" activities in Middletown and around the world. These activities include volunteer work, practica, and service-learning courses. This certificate is designed for students interested in reflecting upon these activities and integrating their civic and academic efforts.

Requirements. During their sophomore through senior years, Civic Engagement Certificate (CEC) students will complete a series of structured academic and cocurricular activities, including courses, volunteering, practica, and opportunities for reflection that will enable them to develop a broad understanding of the varied components of civic engagement.

We can think of civic engagement as applied democratic theory. As "theory," mastery requires the development of a theoretical understanding of both the principles of democracy and the institutional and social requisites of a democratic society (see Requirements 1 and 5 below). As "applied," mastery of civic engagement requires the practical understanding of social processes that results from actual engagement in the community (Requirements 3 and 4). Thus, the certificate requires students to take a set of courses to acquire an understanding of how democratic processes (including the practices and institutions of civil society) work; to acquire the firsthand experience of civic engagement and civic life by participating in approved civic activities; and, finally, through both coursework and other means, to reflect on the connections among these and to integrate them effectively (Requirements 1, 2, and 5).

- **Requirement 1:** Six courses dealing with civic engagement are required. Courses are grouped into the following categories (listed on WesMaps (<http://www.wesleyan.edu/wesmaps>))
 - **The Individual in Society**
 - **The Practice of Democracy**
 - **Ethical Reasoning**
 - **Volunteerism and Activism**
 - **Education and Public Scholarship**
 - **Civic Engagement in Cross-Cultural Perspective**
- The six courses must come from at least *three* of these categories and one must be from The Practice of Democracy category.
- **Requirement 2:** Three reflection papers are required, one per year of the certificate. These papers, along with one document from each relevant course, will be archived during the process of completing the certificate.
- **Requirement 3:** A minimum of 40 hours of service work coordinated through the Office of Community Service and Volunteerism (OCS)
- **Requirement 4:** A practicum
- **Requirement 5:** The senior seminar, a .25 credit capstone course (CSPL302)

Note: CEC requirements fulfilled before a student is admitted may be counted toward the certificate at the discretion of the CEC Advisory Panel.

Admission. Students will be admitted to the CEC by self-declaration. They will be considered part of the certificate group after they have formally applied to participate and discussed their plans with the director of service learning. The application will consist, in part, of a reflection paper explaining the place of civic engagement in the applicant's own life and plans to fulfill the CEC requirements.

Additional Information. Contact the director of service learning, Barbara Juhasz, at bjjuhasz@wesleyan.edu.

CERTIFICATE IN ENVIRONMENTAL STUDIES

Environmental studies is a multidisciplinary, integrative study of a broad range of environmental issues. Environmental science (such as climatology or conservation biology) is one aspect. But environmental studies also brings together the spectrum of foci that are necessary to solve, evaluate, comprehend, and communicate environmental issues. Thus, environmental studies includes sciences, economics, government, policy, history, humanities, art, film, ethics, philosophy, and writing.

For students to engage contemporary environmental issues, they must obtain expertise in the area of their major and gain broader perspectives in environmental studies through a set of introductory and elective courses that increase the breadth of their understanding to complement their specialty. The aim of the program is to graduate students who have both a specialty and breadth of perspective so that they can interpret environmental information; understand the linkages to social, political, or ethical issues; and formulate well-reasoned opinions.

The certificate is granted for a minimum of seven credits as follows:

- Either BIOL197/E&ES197 or E&ES199 or AP 4 or higher in Environmental Science
- **Plus six courses related to the environment as follows:**

- **Three** must come from one department
- **Six** must come from three departments or programs
- Courses must come from **two** divisions
- **One** course must be at the **300** level or higher
- With the exception of BIOL197/E&ES197 or E&ES199, all other courses must be at the **200** level or higher

Students may petition the director to substitute courses for the certificate (e.g., courses taken abroad, at other institutions, etc.).

Barry Chernoff, Director
284 High Street, x2452
bchernoff@wesleyan.edu

Valerie Marinelli, Administrative Assistant
284 High Street, x3733
vmarinelli@wesleyan.edu

CERTIFICATE IN INFORMATICS AND MODELING

Analytical approaches using informatics and modeling are becoming increasingly important in many fields of study, and much of the curriculum increasingly emphasizes these approaches. The Certificate in Informatics and Modeling program provides a framework to guide students in developing these analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM)
- Integrative Genomic Sciences (IGS)

These pathways share several common themes but have components that make them distinct. Both pathways emphasize informatics and quantitative reasoning and share certain courses.

The **CSM pathway** introduces students to modeling techniques and provides students with a solid foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena such as the collision of galaxies, protein folding, and the behavior of markets. Its principal pedagogical and intellectual goal is to make students aware of the power of the quantitative, algorithmic method for understanding the world. The idea is to provide a course of undergraduate studies that imparts sufficient general knowledge, intellectual depth, and experience with quantitative reasoning and modeling techniques for students to be comfortable and proficient in incorporating this intellectual experience for a better understanding and more control of the natural and social worlds. Students can use this experience as an enrichment of their major and liberal arts education or as a stepping-stone to pursue, if desired, a more intensive specialization in any of Wesleyan's quantitative reasoning departments.

The CSM pathway requires the following:

PHYS113	General Physics I	1
or PHYS116	General Physics II	
COMP112	Introduction to Programming	1
or COMP211	Computer Science I	
Select one of the following advanced computer science courses:		1
COMP212	Computer Science II	

COMP331	Computer Structure and Organization	
COMP312	Algorithms and Complexity	
PHYS221	Modeling and Data Analysis: From Molecules to Markets	1
or PHYS340	Computational Physics	
Select one course from the list of applied modeling courses in chemistry, computer science, economics, or science.		1

The **IGS pathway** introduces students to the emerging interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The sequencing of genomes of humans and several other model organisms has led to a new challenge in the life sciences—to successfully integrate large amounts of information to build and evaluate models of how organisms work. This is inherently an interdisciplinary problem that involves bridging conceptual frameworks and ways of thinking among the life sciences, information sciences, and philosophy. Faculty in complementing fields such as biology and computer science are working together to explore and develop new courses in this emerging field. As the disciplines advance, tomorrow's students in the life sciences and in information sciences will benefit from strong conceptual frameworks in informatics, biology, and bioethics, and in the links between them.

The IGS pathway requires the following:

BIOL/MB&B181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	1
Select one of the following introductory computer science courses		1
COMP112	Introduction to Programming	
COMP211	Computer Science I	
COMP113	Bioinformatics Programming	
an approved alternative		
Select one of the following advanced computer science courses or three 0.25 credit QAC courses:		1 or 0.75
COMP212	Computer Science II	
COMP331	Computer Structure and Organization	
COMP312	Algorithms and Complexity	
QAC150	Working with SQL and Databases	
QAC151	Working with Excel and VBA	
QAC156	Working with R	
QAC157	Working with SAS	
QAC158	Working with Stata	
an approved alternative		
Select one upper-level bioinformatics course (from a list of approved courses)		1
Select one course in each of two of the following categories (from a list of approved courses):		2
Molecular Genetics and Cell Biology		
Evolutionary Biology		
Structural Biology		
Bioethics and Philosophy of Biology		
Applied Quantitative Reasoning		
• Students interested in the CSM pathway should contact Reinhold Blumel (rblumel@wesleyan.edu).		
• Students interested in the IGS pathway should contact Michael Weir (mweir@wesleyan.edu) or Danny Krizanc (dkrizanc@wesleyan.edu).		

CERTIFICATE IN INTERNATIONAL RELATIONS

Students seeking the International Relations Certificate are required to take a foreign language to the intermediate level, introductory government, history, and economics courses, and five advanced global systems and area studies courses, some of which must focus on developing countries. The foreign language requirement is met by coursework through the intermediate college level in any foreign language or demonstration of proficiency gained elsewhere (FREN112, GRST211 or GRST214, SPAN112, ITAL112, JAPN205, and HEBR202 are intermediate level). Introductory courses should ideally be taken during the student's first two years at Wesleyan. Advanced courses should be identified from the international relations course list in WesMaps. At least one advanced course must be taken from each of three different disciplines, at least two must be taken from the global systems section of the list, and at least two more must be taken from the area studies section of the list. Two of the area studies courses must focus on developing countries.

Students are urged to study abroad, preferably in a non-English speaking country, to improve language skills. Internships in foreign-policy fields (with international organizations, government agencies, multinational corporations, or nonprofit organizations) are encouraged.

A maximum of two courses taken at other institutions, either in the United States or abroad, may be counted toward the IR Certificate after they have been approved by the appropriate Wesleyan department chair for Wesleyan major credit. Once this approval has been given, the IR Certificate Committee will determine which of the requirements the course might fulfill.

Wesleyan courses that count toward the certificate are listed under IR Certificate courses on the Fries (<http://www.wesleyan.edu/cgs>) Center for Global Studies website (<http://www.wesleyan.edu/cgs>). To receive the certificate upon graduation, students will be required to have an overall GPA of B+ or higher in the advanced courses submitted for certification (if only five courses are listed). The GPA requirement is waived if qualifying students take a sixth advanced course. Certification will appear on the student's transcript after graduation.

CERTIFICATE IN JEWISH AND ISRAEL STUDIES

The certificate program offers undergraduate students a multidisciplinary and interdisciplinary training in Jewish and Israel studies. Over a three-year cycle, courses are offered in various departments and in a number of academic areas including Jewish religion, Jewish history and culture, Israel studies, and Jewish letters. The certificate program gives students an opportunity to forge coherence in that large part of the curriculum that falls outside the major.

The program requires students to take seven courses in a sequence that includes two required gateway courses, Hebrew, a distribution of more advanced classes, and a capstone seminar on theory and methodology.

- Courses are grouped into four pathways (clearly labeled in WesMaps (<http://www.wesleyan.edu/wesmaps>)):

- History of the Jewish People
- Jewish Literature and Culture
- Israel Studies
- Religion of the Jewish People

- Courses required for the certificate:
 - Two gateway courses—one in the Religion Department and another in the History Department. Please consult WesMaps (<http://www.wesleyan.edu/wesmaps>) for course offerings.
 - The methods seminar course CJST313/HIST313 offered every other year to allow candidates for the certificate to take the course in either their junior or senior year.
 - At least four additional courses, of which no more than two can be taken in one department. Hebrew language is the exception for students pursuing the Israel studies pathway and counting two Hebrew credits toward the certificate. The four courses can be chosen from a wide array of courses included the certificate program and listed in WesMaps (<http://www.wesleyan.edu/wesmaps>).

Candidates for the certificate are strongly encouraged to study Hebrew. Up to two of the Hebrew courses can be included among the seven courses required for the certificate. However, if students pursue the Israel studies pathway, they will be required to demonstrate their proficiency of Hebrew or take at least two years of the language (the two second-year credits will count toward the certificate).

Please consult the director of the Center for Jewish Studies, Dalit Katz (dkatz01@wesleyan.edu), with any questions regarding the requirements and/or the Certificate in Jewish and Israel Studies.

CERTIFICATE IN MIDDLE EASTERN STUDIES

The Certificate in Middle Eastern Studies requires eight courses, of which at least one course must be from the courses listed under the Jewish and Israel Studies Certificate and one must be on the Muslim Middle East. Additionally, the eight required courses include

- Two courses (one full year) or equivalent at the intermediate level (second year) of Hebrew or Modern Standard Arabic (waived if the student demonstrates proficiency). Elementary language courses do not count toward the eight required courses for this certificate.
- One gateway course
- One course on historical texts and traditions
- One course on contemporary society and politics
- Three electives

Students who are granted a waiver of the language course requirement by the certificate director will take additional electives to complete eight courses toward the certificate. With the approval of the certificate director, one relevant tutorial and two relevant study-abroad courses may count toward the certificate. Normally, no more than two courses from any one department or program may count toward the certificate (this does not apply to language courses or to the gateway course).

Admission to the Certificate. Students may apply for admission to the certificate at any point in their undergraduate career at Wesleyan. For tracking, advising, and cocurricular purposes, they are encouraged to sign on early. Seniors who wish to obtain the certificate should contact Professor Bruce Masters at the start of their spring semester to establish their eligibility. They will need to provide copies of their transcripts for certification.

Interested students should contact Professor Bruce Masters at bmasters@wesleyan.edu.

CERTIFICATE IN MOLECULAR BIOPHYSICS

Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, and molecular physics. Molecular biophysics, as a field of endeavor, is distinguished by analytical and quantitative research inquiry based on molecular and macromolecular structures, diverse molecular spectroscopic methods, biophysical chemistry, functional bioenergetics, statistical thermodynamics, and molecular dynamics. Topics of active research interest by University faculty in molecular biophysics include protein structures and folding, molecular models of enzyme mechanisms, protein-DNA and protein-RNA interactions, and the nature of gene expression and regulation at the molecular level. As a consequence of recent advances stemming from the human genome project, the field of structural bioinformatics finds an increasingly important emphasis in our program. A parent organization for this field of research is the U.S.-based Biophysical Society, with some 7,000 members, with sister societies worldwide.

In addition to satisfying departmental requirements, all participating students, undergraduate and graduate, engage in independent research projects under the direction of participating faculty and participate regularly in weekly meetings of the Molecular Biophysics Journal Club, in which research papers from the current literature are presented and discussed. Journal club students also meet regularly with seminar visitors in the area of molecular biophysics. Undergraduate and graduate students are also expected to present (either orally or with a poster) at the annual molecular biophysics retreat. At Wesleyan, students participating in the molecular biophysics program have the opportunity to select research projects with varying degrees of emphasis on biophysics, biochemistry, biological chemistry, and molecular biology. The common element among participants is an emphasis on a quantitative, molecular-based mode of inquiry in research. Students are also encouraged to present their work at an international scientific meeting, and the program typically provides some financial support for their expenses.

Undergraduate students majoring in chemistry and/or molecular biology and biochemistry (MB&B) can choose to obtain a Certificate in Molecular Biophysics. The certification program involves following the prescribed major in each department. Within the chemistry and MB&B majors, students are expected to take the following courses to fulfill major requirements (note: all courses are cross-listed):

MB&B/CHEM395	Structural Biology Laboratory	1
MB&B/CHEM383	Biochemistry	1
Select one of the following:		1-2
MB&B/ CHEM381	Physical Chemistry for the Life Sciences	

CHEM337 & CHEM338	Physical Chemistry I: Quantum Mechanics and Spectroscopy and Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics
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MB&B307 & MB&B308	Molecular Biophysics Journal Club I and Molecular Biophysics Journal Club II	1.0
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In both the MB&B and chemistry majors students must take either two (**MB&B**) or three (**CHEM**) elective courses to complete the major. To achieve certification, students must choose their elective courses in the area of molecular biophysics. Elective courses can be chosen from a set of courses offered by participating faculty (see course cluster). In addition, students must do independent research for at least two semesters under the direction of one of the program faculty. It is possible to be jointly mentored; however, at least one mentor must be a faculty participant in the molecular biophysics program.

Graduate students in chemistry, physics, or the life sciences may elect to participate in the interdisciplinary program in molecular biophysics. Program participants pursue a course of study and research that often overlaps the disciplinary boundaries of chemistry, biology, molecular biology, and physics. Graduate training opportunities are available for students with undergraduate background in any one of these areas. Individualized programs of study are provided so that each student obtains the necessary interdisciplinary background for advanced study and research in molecular biophysics.

Interested students should contact Professor Ishita Mukerji at imukerji@wesleyan.edu.

CERTIFICATE IN MUSLIM STUDIES

More than one-fifth of the world's population currently self-identifies as Muslim. A 2015 Pew Research Center report projects this will rise to nearly 30% by 2050. For many individuals and groups, "Muslim" is more than a marker of religion, it represents a set of contested communities; ethnicities; histories; regions and neighborhoods; politics; and artistic, literary, and musical traditions that may or may not have a recognizable connection to Islam. Despite this diversity, many hold notions of Muslim identity that act as a shared horizon of belonging or association.

Certificate students must complete six appropriately designated courses. Each course offered will carry two designations—topic and region—in order to ensure that students engage an appropriately diverse distribution of courses.

All courses will be listed according to one (or more) of the following topical categories:

- Contemporary society and practice: Courses primarily concerned with the study of contemporary Muslim communities (cont)
- Literary, artistic, and musical studies (la&m)
- Historical inquiry (hist)

All courses will be listed according to one (or more) of the following regional categories:

- Middle East and North Africa (MENA)
- South, East, and Southeast Asia (SESA)

- Sub-Saharan Africa (SSA)
- North America and Europe (NAE)

The six courses designated as appropriate for the certificate must include:

- One gateway course (i.e., a course entirely about Muslims that serves as a way to offer an introduction to Muslim studies).
- At least one course in each of the topical categories.
- At least one course in three of the regional categories.
- No more than three courses can come from one of the above categories.

These requirements endeavor to diversify the student's exposure to disciplinary and divisional offerings in Muslim studies while allowing her to focus on specific topics of particular interest.

Courses are considered appropriate for the certificate if they include at least 25% material on Muslims. Internships in appropriate organizations will be considered for credit so long as they are accompanied by a 10-page assessment of learning outcomes to be assessed by the director.

Gateway

ARAB301	Advanced Arabic I
ARHA181	Mughal India: Introduction to the Practice of Art History
ARHA280	Islamic Art and Architecture
FREN303	Negotiating Gender in the Maghreb
FREN305	Negotiating French Identity: Migration and Identity in Contemporary France
GOVT270	Comparative Politics of the Middle East
GOVT276	Arab Spring and Aftermath
HIST334	Social History of Islam in Africa
RELI221	Islam and Muslim Cultures
RELI230	Cinematic Encounters: Muslims and/in/of the West
RELI250	Islamic Movements and Modernities
SPAN264	Orientalism: Spain and Africa

Contemporary Society and Practice (cont)

FREN303	Negotiating Gender in the Maghreb
FREN305	Negotiating French Identity: Migration and Identity in Contemporary France
GOVT270	Comparative Politics of the Middle East
GOVT276	Arab Spring and Aftermath
RELI221	Islam and Muslim Cultures
RELI230	Cinematic Encounters: Muslims and/in/of the West
RELI250	Islamic Movements and Modernities

Literary, Artistic, and Musical Studies (la&m)

ARAB201	Intermediate Arabic I
ARAB202	Intermediate Arabic II
ARAB301	Advanced Arabic I
ARHA181	Mughal India: Introduction to the Practice of Art History
ARHA280	Islamic Art and Architecture
ARHA286	Empire and Erotica: Twenty-three Masterworks of Indian Painting
ARHA299	African History and Art
FREN398	Minorities in French Cinema

MUSC111	Music and Theater of Indonesia
ENGL254	India and the World: Fiction and Film About India and Globalization
ENGL358	Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11

Historical Inquiry (hist)

HIST186	Introduction to History: Gandhi and the Raj
HIST288	Delhi: The Past in the Present
HIST334	Social History of Islam in Africa
RELI291	From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness
RELI373	Religion, Science, and Empire: Crucible of a Globalized World
SPAN264	Orientalism: Spain and Africa
COL347	Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians
COL308	Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Middle East and North Africa (MENA)

ARAB201	Intermediate Arabic I
ARAB202	Intermediate Arabic II
ARAB301	Advanced Arabic I
ARHA280	Islamic Art and Architecture
FREN303	Negotiating Gender in the Maghreb
FREN305	Negotiating French Identity: Migration and Identity in Contemporary France
GOVT270	Comparative Politics of the Middle East
GOVT276	Arab Spring and Aftermath
RELI221	Islam and Muslim Cultures
RELI230	Cinematic Encounters: Muslims and/in/of the West
RELI250	Islamic Movements and Modernities
RELI291	From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness
RELI373	Religion, Science, and Empire: Crucible of a Globalized World
SPAN264	Orientalism: Spain and Africa
COL347	Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians
COL308	Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse
ENGL358	Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11

South, East, and Southeast Asia (SESA)

ARHA181	Mughal India: Introduction to the Practice of Art History
ARHA280	Islamic Art and Architecture
ARHA286	Empire and Erotica: Twenty-three Masterworks of Indian Painting
HIST186	Introduction to History: Gandhi and the Raj
HIST288	Delhi: The Past in the Present

RELI221	Islam and Muslim Cultures
RELI230	Cinematic Encounters: Muslims and/in/of the West
RELI250	Islamic Movements and Modernities
RELI373	Religion, Science, and Empire: Crucible of a Globalized World
MUSC111	Music and Theater of Indonesia
ENGL254	India and the World: Fiction and Film About India and Globalization

Sub-Saharan Africa (SSA)

ARHA299	African History and Art
HIST334	Social History of Islam in Africa

North America and Europe (NAE)

RELI221	Islam and Muslim Cultures
RELI230	Cinematic Encounters: Muslims and/in/of the West
RELI250	Islamic Movements and Modernities
SPAN264	Orientalism: Spain and Africa
FREN398	Minorities in French Cinema
COL308	Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse
ENGL358	Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11

Interested students should contact Peter Gottschalk at pgottschalk@wesleyan.edu. (pgottschalk@wesleyan.edu)

CERTIFICATE IN SOCIAL, CULTURAL, AND CRITICAL THEORY

To help students develop proficiency in the study of social, cultural, and critical theory, this certificate encourages students to seek out theory-intensive courses in a wide range of disciplines and departments at Wesleyan.

To qualify for the Social, Cultural and Critical Theory (SCCT) Certificate, a student must successfully complete six authorized courses, hosted by at least three different departments or programs. All classes must be taken on a graded (A-F) scale. The minimum grade required in each course is a B-. Courses taken on a CR/U scale count only in the case of COL majors and CSS majors; for the latter, only CR/U courses taken during their sophomore year count. Of the six courses that count for the certificate, no more than two may be lecture courses.

Courses that are not listed as SCCT courses on WesMaps or included on the certificate's website (wesleyan.edu/theory (<http://wesleyan.edu/theory>)) may be used to fulfill certificate requirements if deemed suitable by the certificate director.

Up to two of the six courses may be taken during a semester abroad, and up to three may be taken during a year abroad. With authorization from the certificate director, students may also count up to two courses transferred from another U.S. institution.

Students who wish to earn the certificate should meet with the certificate's current director, Matt Garrett (mgarrett@wesleyan.edu), preferably in the fall of their junior year. Students will ideally have completed at least two courses before the beginning of their junior year and will fill out an application form (available on the website). This application must be reviewed by one of the directors and then submitted to Erinn Savage (esavage@wesleyan.edu) at the Center for the Humanities, 95 Pearl Street.

Upon completing the requisite six courses, students should submit a "certificate completion form" (also available on the website) to Erinn Savage at the Center for the Humanities. This form must be completed and submitted by the end of classes during the spring semester of the senior year.

CERTIFICATE IN SOUTH ASIA STUDIES

Wesleyan has a remarkable collection of faculty, courses, and resources for all students interested in studying the cultures of South Asia (with primary focus on India, Pakistan, and Bangladesh). The University not only enjoys the distinction of having an Indian music studies program but also a diverse group of scholars devoted to the wider region and its diaspora in fields as diverse as anthropology, art history, cultural studies, dance, history, literature, and religion. Certificate faculty will help Wesleyan students better pursue the wide range of opportunities in South Asian studies—both scholarly and artistic—as the subcontinent gains increasing global prominence.

Students are required to take seven courses designated as appropriate for the certificate. Up to three of these may be taken away from Wesleyan (e.g., on a study abroad program). Of the seven required courses:

- One must be a gateway course (i.e., a course entirely about South Asia that combines two or more of the below-listed distribution categories in such a way as to offer an introduction to South Asian studies).
- At least one course in three of the distribution categories.
- No more than three courses can come from any one of these categories.
- The distribution categories are as follows:
 - **Contemporary Society and Practice (CSP):** Courses primarily concerned with the study of contemporary South Asian communities, their practices, and their productions
 - **Historical Inquiry (HI):** Courses primarily concerned with the historical study of South Asia
 - **Language (L):** Courses in which students gain comprehension in South Asia's languages
 - **Performance Traditions (PT):** Courses in which students obtain training in the performance of a specific form of art

Interested students should contact William Pinch at wpinch@wesleyan.edu.

CERTIFICATE IN WRITING

The Writing Certificate is designed to provide a flexible framework within which students from all majors can develop proficiency in creative writing

(poetry, fiction, creative nonfiction, screenwriting, playwriting) and forms of nonfiction such as criticism, (auto)biography, science writing, political and literary journalism, and writing about academic subjects for nonspecialists.

Goals. This certificate provides opportunities for students to acquire the critical and technical vocabulary for analyzing their own and others' writing; become skilled editors; learn to write and analyze writing in a variety of genres and styles; learn to present specialized subject matter to nonspecialist audiences; explore, through practice, the many ways in which the written language can function; and participate in a community of students and faculty who share a passion for writing.

Community. Wesleyan supports a thriving community of writers who regularly come together for formal and informal readings of their work, discussions, workshops, meetings, and gatherings with writers, editors, and publishers visiting campus, and with the full-time and part-time writing faculty. Students working toward the certificate will be integrated into these activities and will contribute to the public presence of writing on campus. Some activities will be organized specifically for certificate candidates.

Advising. The instructors of writing courses and the members of the Writing Certificate Committee are available to students seeking guidance on possibilities for graduate study and careers involving writing.

Admission and Requirements. To earn the certificate, students must take at least five full-credit courses. These include

- At least one course designated as an entry-level craft or technique course, but no more than two such courses;
- Three electives, one of which may be a second entry-level craft or technique course, at least one of which must employ a workshop format, and one of which must be a Permission-of-the-Instructor course. One one-credit senior thesis or senior essay tutorial may be counted as an elective if the thesis entails creative writing.
- WRCT350, a one-credit credit/unsatisfactory course, in which the participants work on compiling and revising portfolios of their work and present their work in class and to the public in events organized for this purpose.
- Students must achieve a GPA of at least 3.5 in the courses counted toward the certificate.

Admission to Certificate Candidacy. Students may apply for candidacy in their sophomore or junior year. They must have taken—for a letter grade—one of the courses listed as eligible for the certificate and received a grade of B+ or better. (COL and CSS students concerned about the grade requirements should see Frequently Asked Questions (<http://www.wesleyan.edu/writing/certificate/frequently.html>).

Interested students should contact Anne Greene, certificate coordinator, at agreene@wesleyan.edu.

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AFRICAN AMERICAN STUDIES (AFAM)

AFAM111 Introduction to Critical Philosophy of Race

This first-year seminar (FYS) course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, as well as the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL111**

Prereq: **None**

AFAM115 Freedom School

From the point of view of the U.S. nation-state, education has always been a hegemonic means to control knowledge, to calibrate unequal forms of citizenship, and to promote the social reproduction of power. Yet as W.E.B. Du Bois wrote in 1903, "education among all kinds of men [sic] always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent. Nevertheless, men [sic] strive to know." Drawing inspiration from the 1964 Freedom School Curriculum and spanning from enslavement to emancipation to the long civil rights movement, this course explores how people of African descent in the United States, and black women in particular, have used education to empower themselves, produce social change, and redefine the terms under which change may occur.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM118 Ebony Tower: The Rise of Black Studies

This course will examine the emergence and development of black studies as a field of academic study. We will consider the historical origins and political implications of black studies and the appearance of courses, programs, and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for black power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized black studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose to understand how and why black studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Finally, we will consider the relationship between black studies and black communities, as well as off-campus efforts to research, teach, and learn about the black experience that coincided with the formalization of black studies in the academy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AMST117**

Prereq: **None**

AFAM152 Staging America: Modern American Drama

Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175, AMST125, COL125, FGSS175, THEA172**

Prereq: **None**

AFAM177 August Wilson

During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning and -nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *JITNEY* (1982) to *RADIO GOLF* (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL176, THEA175**

Prereq: **None**

AFAM200 Introduction to Africana Studies

The aim of this course is to provide an interdisciplinary examination of the complex array of social practices that have shaped the role of Africa and the African diaspora in world history. The class will focus on both classic and modern texts that provide an introduction to the dynamics of African American and African diaspora thought and practice. Topics include What is Africana studies?, black studies to Africana studies, Africa and the origin of civilization, creating the African diaspora, transatlantic slave trade, Islamic slave trade, the Haitian revolution, African independence, the intersections of racism, black nationalism, black feminism, the case for reparations, and the future of Africana studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM201 Haiti: Between Anthropology and Journalism

This course will examine how anthropology and journalism make their subjects vis-à-vis the broader significance of the knowledge they create and their publics. Using the works of anthropologists and journalists, we will consider how and why Haiti has long been regarded as something of an oddity within the Caribbean and the world. Branded the "nightmare republic" since it gained independence in 1804, in the public sphere Haiti remains conceptually incarcerated with clichés and stereotypes that obscure understanding of its complex role in global history. Attention will be paid to the 2010 earthquake, current conditions, and possible futures. Our ultimate aim is to explore the myriad possibilities of anthropology and journalism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH210**

Prereq: **None**

AFAM202 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels, alongside music and visual culture, as we explore African American literary and cultural aesthetics, African American literary history, and issues of class, gender, and place.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL240, AMST275**

Prereq: **None**

AFAM203 African American History, 1444-1877

In 1619 Dutch traders arrived in Jamestown, Virginia with 19 captured Africans, the first slaves in what became the United States. By 1860, the eve of the Civil War, one in eight Americans was an enslaved person of African descent. This course introduces students to the first two and a half centuries of African American history, from the beginning of North American slavery to slavery's destruction and the resulting battles over African American freedom. We will explore how people of African descent have experienced and responded to slavery, colonialism, and cultural constructions of race, as well as analyzing African American-led struggles over freedom and citizenship in the context of the American Revolution, the Haitian Revolution, and the Civil War. Through a comparative framework, we will also consider the U.S. within international, even global, histories of race, slavery, and freedom.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AMST213**

Prereq: **None**

AFAM204 Introduction to Modern African American History

This class will examine African American history from 1877 to the present. Central themes will include the post-Reconstruction period, Jim Crow, urbanization, migration, persistent institutionalized discrimination in education and the legal system, and key social justice movements such as the civil rights movement and black power.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM206 Introduction to African American Women's History

This course offers a solid foundation in the history of black women in the United States, from the 17th-century beginnings of North American slavery to the present. Using a broad range of primary and secondary sources, from writings by and about enslaved women to films and documentaries, we will examine the experiences, voices, and contributions of everyday black women as well as famous figures in African American women's history. Major questions of the course will include how black women forged political and social movements that transformed the United States, even as they faced the constraints of slavery, segregation, and gender-based exclusion. Students will practice reading, thinking, speaking, and writing critically about a range of historical sources and questions, with an aim of understanding how race, gender, class, legal status, and sexuality have intersected to shape the lives of African American women throughout U.S. history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS206**

Prereq: **None**

AFAM211 Critical Philosophy of Race

This course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline, but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, as well as the historical role of race and racism in

philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL211**

Prereq: **None**

AFAM212 Modern Africa

What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST212**

Prereq: **None**

AFAM217 I Strike the Empire Back: Black Youth Culture in the Neoliberal Age

Using hip-hop as a lens to explore the development of diasporic black youth culture in the neoliberal age, this course considers the African American experience during the close of the 20th century and dawning of the 21st. Our investigation will be concerned with at least two things that we will examine in parallel throughout the semester. On one hand, we will dig deeply into the origins and evolution of hip-hop artistry—including visual art, dance, music, lyrics, and performance—and the impact of commercial forces on those forms. On the other hand, we will pay serious attention to the ascendance of neoliberal political ideology in the United States to understand the impact of those global economic and political realignments on the generation of black people who gave birth to or, later, inherited hip-hop. Of central importance will be the Nixon administration's adoption of a policy of benign neglect toward black communities living in the nation's crumbling cities; the replacement of the War on Poverty with the War on Drugs; the enactment of free trade policies that accelerated the deindustrialization of the American economy and deepened the structural unemployment of black people in the United States; the militarization of municipal police forces; and the explosive growth of the carceral state.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM, SBS-AFAM**

Prereq: **None**

AFAM219 African American Urban Politics, Economy, and Policy

This course provides an introduction to the political experience and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. Although the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and black political economy as well as voting, participation, party politics, and elected office (i.e., legislative and executive). Additional topics include housing

and labor markets, healthcare reform, and issues of gender, class, age, and sexual identity at the intersections of black politics. Finally, the class will explore the role of race and police relations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AMST288**

Prereq: **None**

AFAM222 Slavery and the Literary Imagination

Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable? The works and writers examined in this course will prompt students to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood. Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnut, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillis Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the "Boston Weekly Newsletter," "The Connecticut Journal," "The Liberator," and "North Star."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL222, FGSS221**

Prereq: **None**

AFAM223 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL225, AMST226, FREN225, LAST220**

Prereq: **None**

AFAM224 Afrofuturism

Mainstream readings of the African American literary and cultural canon have tended to emphasize texts with a social realist bent, those that present their audience with a supposedly "authentic" version of the African American experience. However, as cultural critic Greg Tate observes, 20th-century African American literary history includes "huge dollops of fantasy, horror, and science fiction" because, in his view, "Black people live the estrangement that science fiction writers imagine." While Tate's statement perhaps overly generalizes the black experience, there seems to be something to his notion that, in part because of the fact that they were forced to live an often "alienated" experience in America, there has always been a strong element of the speculative in black literary and cultural expression. This course traces this under-examined speculative strain in 20th/21st-century African American literature, music, film, and visual art, as black artists explore, or speculate, on the possibilities that imagining alternative realities and modes of living open up. The course will focus especially on speculative and Afrofuturist aesthetics as they manifest in hip hop

music and culture. We will examine the ways that black artists have employed elements of the speculative genres in order to re-envision the African American past, present, and future--rendering versions of historical African American experience and subjectivity that exceed traditional notions of "authenticity," complicating contemporary regimes of racial identification, and presenting alternative visions of the futures of blackness.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM228 Health Inequities: African American Community

This course provides an overview of political, social, cultural, economic, and environmental barriers facing African American communities in the United States and their health effects. Topics include case studies of the impact of historical medical practices that have contributed to the mistrust between the American medical establishment and African American communities; a critical analysis of the larger structure's role in creating, sustaining, and maintaining current health inequities in communities of color; and an exploration of the link between healthy communities, distributive justice, and social justice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM231 African American Social Thought

African Americans have preserved a rich chronicle of the experiences and views of people of African descent in the United States in writings of scholars, activists, and creative artists. These writings focus on racism and how it has structured identity, opportunities, and conflict. Contrary to images of a monolithic African American community, these writings reveal diversity, tension, and conflict. The course will focus on and explore the recurring and dominant themes in this rich corpus of African American social thought. Students will gain expertise in using specific resources and databases for African American-related research and also will begin to assess some of the ethical implications of arguments and positions regarding the history and status of African Americans. Finally, the course will address a range of key African American social thought concepts and interpretations with some consideration of formal frameworks, paradigms, and methods used to generate and assess credibility, veracity, and reasonableness of these ideas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AMST271**

Prereq: **None**

AFAM232 Black and Indigenous Foundations of U.S. Society

The United States of America rests upon the historic dispossession of indigenous lands and the enslavement of bodies. Our course will chart how these two forces created enduring logics--elimination and alienation--that continue to structure U.S. society. Discussion topics will include whiteness, indigenous slavery, structural racism, settler colonialism, strategies of resistance, and alternative models of belonging and kinship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM241 Ebony Singers: Gospel Music

This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC448**

Prereq: **None**

AFAM243 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST247, ENGL243, LAST247**

Prereq: **None**

AFAM244 Women Behaving Badly -Policing Race, Gender, and Deviance in History

This course focuses on "women behaving badly" in the late 19th and early 20th centuries in America. Students will explore the histories of female murderers and criminals as well as examine the experiences of women who transgressed racial, gendered, and sexual mores. Ultimately, we will investigate the tension between accepted social norms and the struggle for female autonomy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS246**

Prereq: **None**

AFAM245 Major Themes in Black Feminism

This course will explore critical issues and debates in black feminism from early feminist works to more contemporary writers and theorists. Fundamentally, the course will help students critically analyze feminist texts, paying attention to the ways that black feminism challenges and reflects mainstream social and political hierarchies. This course will also draw upon a range of texts including art, literature, poetry, film and music.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS247**

Prereq: **None**

AFAM247 Contemporary African American Poetry and Its Past

In this course, students will engage African American poetry after 1960. Alongside gaining a thorough understanding of the currents of literary history from the civil rights movement through the age of Obama, students will gain an appreciation of what traditions contemporary poets engage. Using *ANGLES OF ASCENT: A NORTON ANTHOLOGY OF CONTEMPORARY AFRICAN AMERICAN POETRY* as the primary text for the course, students will be able to gain a comprehensive overview of the rich literary moment of which they are a part. At the same time, students will explore the meaning of the anthology itself

as a mechanism of canon-making. How does being part of a canon affect the possibilities in one's literary production? By engaging the traditions upon which contemporary African American poets build their own poetics, students will gain a deeper understanding of the poetry itself. In addition, students will read critical works by the poets as part of their course-work gaining insight into the poets' creative processes. In addition to developing their critical voices through analytical papers, students will have a chance to develop their own poetics through a semester-long poetry collection assignment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL238**

Prereq: **None**

AFAM249 Sacred and Secular African American Musics

A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC269**

Prereq: **None**

AFAM250 Performing "Africa" in Brazil

This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country's progress to being celebrated as "the essence" of a unique, welcoming, exotic culture. This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, capoeira, and condomblé in the early 20th century. Focusing on the state of Bahia, the "Afro-Brazilian capital," this course will also cover late 20th-century Afro-centric practices such as blocos-Afro and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST250, DANC252**

Prereq: **None**

AFAM252 Writing on the Land of Freedom: The Pastoral in African American Literature

Landscape figures prominently and powerfully in the African American literary imagination. Writers have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will consider African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories, essays, letters, and journal entries by writers such as David Bradley, Charles Chesnutt, Lucille Clifton, Rita Dove, Charlotte Forten Grimké, Zora Neale Hurston, Randall Kenan, Victoria Earle Matthews, Gloria Naylor, and Marilyn Nelson.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL255**

Prereq: **None**

AFAM260 Blues People: Race, Ethnicity and Popular Music

This course explores African American history in the United States through sound and song. As Ronald Radano, one of the scholars we will read this semester, has argued, the ways we discuss music can have a tangible influence on the social and political world, because debates about music stand in for larger social issues with real-life consequences. We will read texts that demonstrate how music has facilitated the creation of identities in the United States that recognize and celebrate difference, while offering alternate visions for what it means to be (and sound) American. We will read music as primary sources in order to investigate how musical genres may act as reservoirs of shared history and collective identity. And through diverse topics--from blues music and the rise of Jim Crow to 19th century tribal dancers draped in American flags on the Pine Ridge reservation to connections between elevator music and the Spanish American war--we will learn about how music and race have intersected with broader themes in U.S. history such as segregation, assimilation, internment, imperialism, and global capitalism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM262 Jazz/Hip Hop/Black Vernacular Dance

This course is a introductory practice overview of Hip Hop dance drawing from the early 1970s to the present. Through the use of movement practice and visual aids, this course will critically examine the Hip Hop dance vernacular historically, anatomically, and emotionally. Styles covered in the class will include traditional styles such as locking, popping, and house fundamentals, as well as more current `party dances; and their connection to African dance. This course will also look at Hip Hop dance forms from an evolutionary perspective with a focus on changes over time and space.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Identical With: **DANC213**

Prereq: **None**

AFAM265 Music and Downtown New York

This course will explore the history and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades: urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements, at the heart of dramatic cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day, are an essential part of American history. Much of the course will be devoted to discovering their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the civil rights movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and listen to recordings of a wide variety of musicians, view a broad cross-section of film from the era, identify aesthetic and cultural trends, and study the local industry that supported them, including record labels, coffee houses, clubs, and concert spaces. Projects throughout the semester include written papers, individual and group presentations, and adding content to an interactive collaborative Google map of the neighborhood.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC275, AMST267**

Prereq: **None**

AFAM266 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA266, ENGL263, AMST262, FGSS276**

Prereq: **None**

AFAM268 Art in Africa and Diaspora

This course surveys painting and other work by African American artists of the late 19th and 20th century, then focuses on contemporary African artists and artists of the African diaspora. What was unique or distinctive about 19th-century American painting by black artists? Next, we focus on the art of Henry O. Tanner, before turning our attention to the art of the Harlem Renaissance and the intellectual ideal of the New Negro. A section on the impact of the civil rights movement on the visual arts and the art of Bearden leads us to consider independent sub-Saharan Africa. As artists today become increasingly transcultural, the art of the African diaspora takes on a new cultural meaning.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA267**

Prereq: **None**

AFAM269 Race, Incarceration, and Citizenship: The New Haven Model

This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **ANTH269, CSPL269, AMST268**

Prereq: **None**

AFAM273 Vodou in Haiti--Vodou in Hollywood

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North

American representations of Vodou. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Vodou? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI273, AMST283**

Prereq: **None**

AFAM274 Reel Black: African American Life in Film

This course will focus on African Americans and film and explore the emergence and influence of African American actors and filmmakers. We will consider the political and aesthetic agendas that have shaped the tradition and discuss the ways in which film adaptations of African American literature reveals the possibilities and the limitations of the filmic enterprise. Our screenings and discussions of well-known and understudied film figures will complement our explication of films that have grappled with understudied African American histories, civil rights, identity, and class. Possible screenings include works by Oscar Micheaux, Julie Dash, Charles Burnett, Steven Spielberg, Steve McQueen, Ava DuVernay, and Spike Lee.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Prereq: **None**

AFAM275 Race and Place in Early American Writing

As the age of the Middle Passage took shape and the rendition of Africans to the New World intensified, memory became one of the most invaluable and provocative tools with which enslaved and forcibly relocated people could achieve self-preservation, maintain their humanity, and negotiate the unpredictable and disorienting world of North America. The writings of early America that attend to matters of race and place shed light on the power of genre, the influence of piety and religiosity. We will think together about the evocative connections between memory and place as we work with primary documents generated by and about people of African descent in 18th-century America. We also will attend to African American literary production from the 18th century through the 1850s that insistently links narratives of race and place to the deployments of literary forms. Finally, we will consider the rich intertextuality in these works that locates African American writing in the larger American, African, and Western literary traditions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL275**

Prereq: **None**

AFAM278 When Europe Met Africa: Portugal, Spain, West Africa, 1440--1650

This course looks at Iberian overseas expansion, from the early 15th to the late 17th century. The Portuguese and Spanish sea-borne empires may be termed the first globalization. This course, which focuses on West Africa, is interdisciplinary. It combines art history and history to integrate images and written documents. African artists depicted Europeans, just as European painters and sculptors represented Africans. These images tell us much about how members of one culture viewed the distant peoples with whom they were just coming into contact. The earliest European Renaissance paintings of Africans show them as dignitaries and often as rulers (e.g., "The Adoration of the Magi"). This reflects the presence in Europe of African dignitaries, both secular and religious. At the same time, African sculptors represented Portuguese soldiers and missionaries

in ivory carvings, so it is possible for us, 500 years later, to compare these representations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA268**

Prereq: **None**

AFAM279 Award-Winning Playwrights

With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL281, THEA280**

Prereq: **None**

AFAM280 Religion and the Social Construction of Race

In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (1) the intersections of race and religion as a process in which power plays a pivotal role; and (2) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI391, AMST391**

Prereq: **None**

AFAM282 Mixed in America: Race, Religion, and Memoir

This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI280, AMST242**

Prereq: **None**

AFAM284 African American Philosophy

This course will examine the philosophical questions that have been of particular interest to African American philosophers. We will explore the domains of knowledge in which African American philosophers and thinkers have felt compelled to intervene. We will approach these questions by engaging with canonical historical figures such as DuBois, Douglass, and Cooper, and then we will assess the extent to which contemporary African American philosophers have remained (and continue to be) concerned with the same questions, albeit with different discursive methodologies. The purpose of this course is to trace the philosophical articulation of race, racism, identity, politics of freedom, and subject formation in the history of African American philosophical thought.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL284**

Prereq: **None**

AFAM299 African History and Art

This course traces the art and cultural history of selected West African societies from the 12th century to the early 20th century. Each week we will focus on a single work of art, as that work illuminates social and cultural history. The objects will include royal bronze sculpture from the Kingdom of Benin (16th century); a carved ivory vessel from Guinée or Sierra Leone (16th century); a horned initiation mask made of woven fiber from Senegal (19th century); and a map of the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on the history, religion, and culture of the region from which it comes. The trans-Saharan trade was crucial to both North and West Africa. From Morocco came the Muslim religion, as well as Islamic architecture. In 1445 Portuguese mariners arrived on the Atlantic coast of West Africa. From that moment on, West Africa has been part of a global economy. Already by 1500, the growth of Creole Euro-African communities is reflected in artwork. "Art" is best understood in the specific historical context and the culture in which it develops. To us, removed in space and in time from these African societies, architecture, sculpture, and ritual performance help to illuminate the lives of the people we are studying. Ultimately, we will consider such questions as, Does African art exist? What is "African art"? Who defines art--Africans or Westerners?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA299, FIST299**

Prereq: **None**

AFAM300 Black Phoenix Rising: Death and Resurrection of Black Lives

The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racism and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM300, SIS300**

Prereq: **None**

AFAM301 Junior Colloquium: Envisioning Enslavement, Documenting Freedom

Accounts of enslavement, self-emancipation, and abolition in America have long been hailed for their gripping portraits of the unspeakable, the intensity of first hand accounts, and their unwavering calls to action. What is required to create these sophisticated testimonies and exhortations? What tools do novelists, journalists, activists, scholars and filmmakers deploy as they bear witness to a troublesome, sometimes elusive, and always stirring history? We will pair written and visual materials as we discuss the politics of historiography, memory, presence, and absence. We will use well-known and understudied primary sources; work in local, regional, and state archives and historic sites; and study classic and contemporary film as we think about core and essential scholarly imperatives of African American studies. Authors will include a range of unknown individuals as well as influential writers and activists such as Phillis Wheatley, Frederick Douglass, Harriet Beecher Stowe, Pauline Hopkins, Lawrence Hill, Sherley Ann Williams, Colson Whitehead, and Octavia Butler. Films may include *Amazing Grace*, *Belle*, *The Journey of August King*, *The North Star*, *The Retrieval*, and *Uncle Tom's Cabin*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM302 Seeing in the Dark: Research Methodologies in African American Studies

This reading seminar provides an introduction to research methodologies that have shaped the field of African American studies, from archival research and ethnography to geography and statistical analysis. In particular, we will focus on works that have expanded temporal, spatial, and methodological borders of the field, opening up new pathways toward investigating the richness of Afro-diasporic life in the Americas and beyond.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

AFAM303 Race Discourse in the Americas

This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, we will examine the significance of race in several meaningful contexts, including the expropriation of indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. In addition, we will analyze the phenomenon of race in the U.S. civil rights movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s. Rather than employing the liberal humanist emphasis on "race relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as a organizing principle that institutes our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST329**

Prereq: **None**

AFAM304 Philosophy of Memory in African American Literature

This course will consider the importance of memory in African American literature and will explore the many ways in which authors of African descent engage, transform, and build on long-established intellectual traditions of the mind. Students will explore the importance of the idea of "memory" to these intellectual traditions of the mind and will trace the praxis of remembering as a literary act through African American literature of the long 19th century. Finally, students will explore how persons of African descent are dehumanized through a systematic reduction of their mental capacities in these same philosophical traditions of the mind. We will discuss the ways in which memory specifically figures into this dehumanization and how authors of African descent used these very theories to resist the reification and overdetermination of both their literary works and their selves.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL301**

Prereq: **None**

AFAM306 Visual Storytelling: Race, (In)Visibility, and the American Landscape

What is visual storytelling, and how does this medium enable or frustrate our efforts to behold the landscape and the individuals who occupy it? What histories, tools, and perspectives enable rigorous and inspiring creative processes that culminate in inclusive, restorative narratives? Students will develop their own visual storytelling concepts and projects and together will consider realities and mythologies of place, inclusion and exclusion, human-land relationships, visibility and invisibility, built and threatened environments, and the work of the visual storyteller in 20th- and 21st-century America. Assignments and student projects will be informed by the semester-long study of visual artists such as Edward Mitchell Bannister, Carole Bayard, Romare Bearden, Robert Duncanson, Gordon Parks, Henry Ossawa Tanner, and Carrie Mae Weems and the works of writers such as Kimberly Ruffin, Nikky Finney, and Jamaica Kincaid.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Prereq: **None**

AFAM308 Faulkner and Morrison

This course will delve deeply into the works of two Nobel Prize-winning authors--William Faulkner and Toni Morrison--whose fiction interrogates and challenges what it means to be an American, what it means to be an African American, and, much more broadly, what it means to be human. Through close study of their novels, the seminar will consider questions of narrative (form, function, and scope), history (national and personal, real and imagined), and identity (racial, gender, geographical).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL383**

Prereq: **None**

AFAM309 Black Political Thought

This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies. How and why did these various ideologies

and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and U.S. history?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST309, AMST309**

Prereq: **None**

AFAM310 Iberian Expansion and the "Discovery" of Africa in Travel Narratives and Art, 1420--1640

This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. The course addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. We will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the transatlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive métissage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM, HA-AFAM**

Identical With: **ARHA300**

Prereq: **None**

AFAM313 The Black South

This course will examine the enduring and often unanticipated connections between African American and southern literature. We will consider the ways in which the American South remains a space that simultaneously represents and repels an African American ethos.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL346**

Prereq: **None**

AFAM314 Storied Places: Revival, Renewal, and African American Landscapes

Conceptions and histories of place figure prominently and powerfully in African American literary, social, and cultural histories. Writers and artists have used the written word, images, and film to explore issues of presence and absence, claim and trespass, ownership and dispossession, as well as safety and vulnerability. We will use this course to think about how African American writers and artists in particular have used word, image, sound, and movement to highlight the histories of iconic places and terrains and to reclaim erased histories and disappeared bodies. We also will consider how revival and renewal function both as essential tropes and necessary efforts in the work to make African American life and history visible. Readings may include works by Gwendolyn Brooks, Octavia Butler, Langston Hughes, Randall Kenan, Gloria Naylor, Marilyn Nelson, Natasha Trethewey, Alice Walker, Dorothy West, and Richard Wright.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL242**

Prereq: **None**

AFAM316 Middletown Materials: Archaeological Analysis

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis of a 19th-century free African American community, tied to the AME Zion Church. This site, known as the Beman Triangle, today sits on the Wesleyan campus. We will explore the history of the site through artifacts and will investigate the ties between the Beman Triangle and Wesleyan University. This is a community archaeology project; students will work with community members on the project as equal partners and will explore ways in which archaeological heritage can be shared with local residents. This will include touring visitors around the site and weekend excavations. Students will learn the basics of archaeological fieldwork through hands-on training. The first two weeks of class will be spent in introducing the site. The next four weeks will be spent undertaking excavation, including three Saturday excavation days. We will then spend the remainder of the semester cataloging and interpreting this material, while also learning more about similar archaeological sites. The class may include a trip to the UMass Boston Fiske Center for Archaeological Research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP325, ANTH326**

Prereq: **None**

AFAM322 Advanced Themes in 20th-Century Afro-American Art

This seminar is intended for students who have already taken introductory Afro-American art or ARHA 267 (Art in Africa and Diaspora). The purpose of the seminar is to organize an exhibition and to write an accompanying, online catalog of works by African American artists from the collection of the Davison Art Center.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA368**

Prereq: **[ARHA267 or AFAM268] OR [ARHA268 or AFAM278]**

AFAM323 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *COLOR STRUCK* and August Wilson's 2006 play *GEM OF THE OCEAN* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL385, THEA323, AMST299, FGSS323**

Prereq: **None**

AFAM324 Black Power and the Modern Narrative of Slavery

The historical moment immediately after the civil rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are

enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL324, AMST334**

Prereq: **None**

AFAM325 Race and the Enlightenment: A Historical and Philosophical Enquiry

It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystalized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some the Enlightenment's most prominent thinkers into dialogue with the emergency of the concept of race theory. In particular, we will focus on the clash between the Enlightenment era's belief that "all men were created as equals" and the various ways that the Black African came to be studied within "natural history" and various philosophical models. This historical backdrop will lead us not only to a discussion of the economic imperatives of human slavery but to a series of contemporary reflections on the status of the Enlightenment put forward by postcolonial critics. Note: This class is offered in the context of the Wesleyan's Center for the Humanities' "Grand Narratives/Modest Proposals" theme and speakers series during the Spring 2018 semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **SISP324, CHUM324**

Prereq: **None**

AFAM327 Field Methods in Archaeology

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP373, ANTH373, AMST258**

Prereq: **None**

AFAM330 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins

This course is meant to introduce students to an understudied period in African American literary history--the 1890s--and to two relatively understudied writers from that period--Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL331, AMST332**

Prereq: **None**

AFAM342 Knowledge, Race, and Justice: A Transhistorical Perspective

This course examines the relation between the production of knowledge and discourses of race/alterity in three significant historical moments: during the 16th-century expansion of Spain into the Americas, during the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca's discussion of the "affairs of the Indies," undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework within which the question of the status of the indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups, this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States. Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM342, HIST346**

Prereq: **None**

AFAM361 The Psychology of Prejudice and Discrimination

This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC361**

Prereq: **PSYC260**

AFAM362 The Sounds of Black and Brown Performance

This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violatable, as well as playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM366, ENGL363, THEA366**

Prereq: **None**

AFAM364 Friendship and Collaboration: In Theory, In Practice

How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or cohabitators enact togetherness. Artists and projects to be discussed include: Andy Warhol's Factory, Hugo Ball, Emily Johnson, Black Salt Collective, My Barbarian, Harriett's Apothecary, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA364, ENGL362**

Prereq: **None**

AFAM365 Black Leadership in Historical Perspective

This course uses the lens of history to evaluate why some individuals are considered most effective as civic, elected, bureaucratic, and appointed leaders in African American history. The course will analyze social scientific models of leadership and then go into the historical record to discover meaningful and illuminating patterns. Careful consideration is given to the distinctive challenges posed by race, class, gender, sexual orientation, and institutional settings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AMST342**

Prereq: **None**

AFAM370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

This course uses recent scholarship on spectatorship and popular culture to interrogate the production and reception of "popular" black performances and

representations within and beyond the United States. With special attention to the historical context in which these black cultural products are created, disseminated, and received, we focus on the social spaces, local contexts, temporal conditions, and embodied acts within which these case studies emerge and examine the political implications of their consumption and sustainability. Central to our investigation will be a consideration of the ways in which the terrain of "the popular" is inextricably linked to issues of aesthetics, appropriation, authenticity, circulation, community, globalization, identity, marginalization, meaning-making, and power. Case studies will include historic and contemporary examples from theater, dance, film, music, media, and the visual arts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM370, THEA370**

Prereq: **None**

AFAM371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora

This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL371, FGSS371, THEA371**

Prereq: **None**

AFAM386 Theory of Jazz Improvisation

This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Audition and permission of instructor are required at the first class. Intensive practice and listening are required. This course may not be repeated for credit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC210**

Prereq: **MUSC103**

AFAM387 Anthropology of Black Religions in the Americas

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period?

This course will pay special attention to the yearly ritual cycle and its attendant festivals: Christmas, carnivals, Lent, Easter, saints' days, feasts, and pilgrimages,

as well as the emergent spiritual and aesthetic traditions such as Capoeira and Rara. We will study Orisha religions such as La Regla de Ocha, or Lukumi, in Cuba and the Latino U.S.; Candomble in Brazil; Vodou in Haiti; and Garifuna traditions and spiritism in Puerto Rico.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI268, LAST268, ANTH267**

Prereq: **None**

AFAM388 Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part I

This course offers an opportunity to consider real-time composition in a trans/non-idiomatic environment within the context of contemporary musical modeling. Through weekly intensive rehearsals culminating in a performance (or multiple performances), the creative orchestra participant will develop their listening, performance, and imaginative skills in this setting. All instruments (including the human voice) are welcome to participate. We very highly encourage participation in the course for those who perform on non-Western traditional instruments, laptops, or electronic homemade instruments.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC459**

Prereq: **None**

AFAM389 Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part II

This course offers an opportunity to consider real-time composition in a trans/non-idiomatic environment within the context of contemporary musical modeling. Through weekly intensive rehearsals culminating in a performance (or multiple performances), the creative orchestra participant will develop their listening, performance, and imaginative skills in this setting. All instruments (including the human voice) are welcome to participate. We very highly encourage participation in the course for those who perform on non-Western traditional instruments, laptops, or electronic homemade instruments.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC460**

Prereq: **None**

AFAM390 Jazz Improvisation Performance

In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC456**

Prereq: **None**

AFAM396 Jazz Orchestra I

This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC457**

Prereq: **None**

AFAM397 Jazz Orchestra II

This course continues the work begun in MUSC457 with intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC458**

Prereq: **None**

AFAM401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

AFAM404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

AFAM407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

AFAM408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

AFAM409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AFAM419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

AFAM420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

AFAM420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

AFAM469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

AFAM470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

AFAM491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

AFAM492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

AMERICAN STUDIES (AMST)

AMST117 Ebony Tower: The Rise of Black Studies

This course will examine the emergence and development of black studies as a field of academic study. We will consider the historical origins and political implications of black studies and the appearance of courses, programs, and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for black power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized black

studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose to understand how and why black studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Finally, we will consider the relationship between black studies and black communities, as well as off-campus efforts to research, teach, and learn about the black experience that coincided with the formalization of black studies in the academy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM118**

Prereq: **None**

AMST118 The Anthropology of Social Movements

Intentional efforts to shape society are always in a process of becoming. In this course, we examine how social movement actors disrupt dominant cultural scripts and forms of dualistic thinking that block our collective recognition of the fundamental interconnectedness of all aspects of social life. First, we will survey a range of social theories that propose ways to rethink the binaries that structure social life--such as mind/body, theory/practice, feeling/thinking. Then we will consider a series of ethnographic cases in the contemporary period to identify the similarities and differences between them. The methods of inquiry in this course seek to replicate the challenges of seeing theory and practice as interlocking processes. As such, students will work in affinity groups all semester to design and execute an action at Wesleyan or in the Middletown area that addresses a social issue they are passionate about. This capstone project will be based on scholarly research and thoughtful, collaborative practice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH226, FGSS222**

Prereq: **None**

AMST119 Reading Difference

How do we make sense of literary texts that are "different"--whether in culture, language use, form, or subject matter? This course is an introduction to writing that challenges the reader to "make sense" of works that depart from the familiar, whether through racial, ethnic, or gendered difference; sexual orientation; linguistic/cultural use; or formal experimentation. Throughout the course, the emphasis will be on strategies of interpretation, including such topics as cultural expectation, "bad" English, realism and the avant garde, and tradition and modernity. We will look at a varied list of works, including Jiro Adachi's *THE ISLAND OF BICYCLE DANCERS*, Christopher Abani's *GRACELAND*, Susan Sontag's *NOTES ON "CAMP,"* and Guillermo Gómez-Peña's *NEW WORLD BORDER*, among others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Prereq: **None**

AMST120 The Nobel Writers: Literary Institutions and the Literary Canon

Through analysis of selected texts, primarily by writers from the Americas, this course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aims of the course are threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**
 Identical With: **ENGL120**
 Prereq: **None**

AMST122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture

Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g., paintings, plays, places, novels, technologies, genres, historical events, preexisting music) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media. We will journey from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can achieve success in this course without previous musical knowledge.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC122**

Prereq: **None**

AMST125 Staging America: Modern American Drama

Can modern American drama--as cultural analysis--teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175, COL125, AFAM152, FGSS175, THEA172**

Prereq: **None**

AMST135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST135, ENVS135**

Prereq: **None**

AMST148 Frank Lloyd Wright: Myth and Fact

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life as an artist and in the history of modern architecture of which Wright's work was a part and to which it contributed. The seminar also considers the relationship of Wright's achievements to the social, economic, technical, and ideological history of the United States from the late-19th through the mid-20th century. A major focus will be critical reading of Wright's own statements about his life and work, in relation to other sources, later accounts, and his buildings and unbuilt projects themselves. Wright's residential and public architecture will be considered, as will his designs for landscapes, urbanism, and the decorative arts. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA148**

Prereq: **None**

AMST150 Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip's War, 1675-1678, the Wangunk continue to live into the 21st century.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH150**

Prereq: **None**

AMST170 Postmodernism and the Long 1980s

This introductory immersion in the practice of art history offers an opportunity to gain expertise in visual analysis and historical interpretation through a guided investigation of art and critical theory in the United States during the 1980s. The central debates of this tumultuous decade--still very much with us today--brought the contested paradigm of postmodernism to a fever pitch. Two key exhibitions provide bookends: in "Pictures" (1977), techniques of appropriation diagnosed a new kind of slippage between reality and representation; in 1993's

"Whitney Biennial," the period's sustained engagement with gender, sexuality, race, and the relationship between art and politics achieved decisive (and controversial) visibility. Between these poles, artists turned to the street, navigated the "ends" of painting, and invented new forms to confront an increasingly image-soaked media-public sphere. The course attends to the strategies of photoconceptualism, painting, sculpture, video, and site-specificity by which artists intervened in a polarizing historical moment that saw the expansion of neoliberal economics and political conservatism, a sharpened divide between rich and poor, the AIDS crisis, and the geopolitical realignments of the late Cold War.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA170**

Prereq: **None**

AMST172 Memory Image: Introduction to Art (As) History

One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Others engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA172**

Prereq: **None**

AMST174 Popular Culture and Social Justice: Introduction to American Studies

This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism(s), antilynching, civil rights, labor and poverty, pro-choice, disability rights, queer liberation, leftism and countercultures, environmentalism, and animal rights. Questions addressed will include, How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of "social justice" changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST175 Soundscapes and Aurality in American Culture: An Introduction to American Studies

This course is intended as an introduction to interdisciplinary thought, to American studies as a field, and to the hemispheric and transnational intellectual

direction of the American Studies Program at Wesleyan. Its goal is to answer the question, What IS American studies? The focus for this semester is the emerging scholarship on sound and aurality that addresses, as a special issue of *AMERICAN QUARTERLY* argued recently, the following questions: What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? Where is sound in the cultural and political legacies of American culture and where is it in the long history of nation-building? What role have hearing and listening played in American formations of race, ethnicity, sexuality, gender, and class, and how has the birth of recorded sound in the late 19th century informed those formations? How are new sound technologies and sonic media practices impacting American identities in the age of globalization? What are the political economies of sound? Does citizenship have a sound? Over the course of the semester, we will listen to archived sounds as well as sample new ways of interpreting the enculturated nature of sound, from the howling wilderness of the colonial era to the aural pluralism of digital media and music in the Internet era.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST176 Race, Indigeneity, and Citizenship: Introduction to American Studies

This course is intended as an introduction to the interdisciplinary field American studies. Turning to the entangled histories of settler colonialism, slavery, imperialism, immigration, racism, and disenfranchisement, the class will examine how different peoples become American and how differently situated people(s) negotiate state-structured systems of racial exclusion and assimilation in relation to democracy, equality, and self-determination. How has the field of American Studies taken up questions of indigeneity and race? How has the field of ethnic studies challenged American Studies? What are the current linkages between American Studies, Critical Indigenous Studies, and Critical Race Studies? How have nationality and citizenship in the United States been structured by white supremacy? What are the differences between indigeneity, race and ethnicity? What is "color-blind" ideology? What can we make of pervasive assertions that we are living in a "postracial" America? How can American Studies provide the necessary frameworks for understanding the Trump era with regard to race, indigeneity, and citizenship?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST177 American Movies as American Studies: An Introduction to American Studies

Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American studies thinkers (and have fun—even as we question the effects and implications of this fun—doing it). Talkies appeared as a complex mass-cultural form of American studies—exported all over the world—precisely when the academic field of American studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America's inventions of power have made available—in very entertaining ways—critical insight that can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power and focus our conversations on four intersecting concerns that movies are particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, and sense of belonging and limit our sense of what constitutes problems and solutions; (2) how social critique (even movie critiques of movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons of various sorts (even if they are frightened and wonder about

what and who they are fighting for and against); and (4) how and why America constructs difference (e.g., gender, race, individuality, national identity). This seminar is a thinking-intensive and imagination-intensive critical project designed to introduce students to compelling big-picture concerns--systemic matters--vital to American studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST199 Prizing the Book: Book Prizes, the Literary Canon, and U.S. Culture

This course examines selected texts by U.S. winners of major literary prizes, including the Nobel, the National Book Award, the National Book Critics Circle Award, the Pulitzer, and the Newbery. How important are these prizes in constructing a literary canon and criteria for judging literary value? What role do they play in reflecting and creating contemporary U.S. culture? In particular, we will read the individual award-winning texts for how they define, problematize, and resolve (if they do) peculiarly American concerns: race, American identity, the frontier and home, the burden of the past and the fear of the future, the new world and its relationship to the old world(s).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST200 Colonialism and Its Consequences in the Americas

Why does colonialism matter to the fields of American studies, Latin American studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences in the Americas. Among the topics to be discussed are organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the interaction of indigenous, European, and African peoples and the formation of colonial culture and syncretic belief systems; and independence movements and the emergence of nation-states. Consistent with the interdisciplinary nature of American, Latin American, and Caribbean studies, the course introduces diverse theoretical and methodological approaches to these issues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **LAST200**

Prereq: **None**

AMST201 Junior Colloquium: Critical Queer Studies

This junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although "queer" is a contested term, it describes--at least potentially--sexualities and genders that fall outside normative constellations. However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many argue that today, "queer" has lost its political charge. This course, a reading-intensive seminar, will give you the opportunity to explore this history and these debates. We will start with some of the foundational works in queer theory and then move to tensions and unlikely correspondences between queer theory and critical race theory, trans studies, queer anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular or bounded school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking, What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What is the future of queer? This course is excellent preparation

for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory might be put.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS201**

Prereq: **None**

AMST202 Junior Colloquium: Representing Race in American Culture

This junior colloquium offers an introduction to several key critical issues and debates concerning the representation of race in American culture. In addition to reading several accounts and critiques of how racial minorities have been represented by the dominant culture, we will also consider how racial subjects have theorized ways of representing themselves in response to the burden of such stereotyping and objectification. The course is organized around two case studies. The first of these will focus on one of American culture's "primal scenes" of racial representation: blackface minstrelsy. Considering a variety of critical, literary, and visual texts, we will examine how African American images and culture became a way for working-class and other whites to negotiate their own identities and how African American artists and intellectuals have responded to this troubling legacy. In the second half of the course, we will turn our attention to questions of cultural representation that originate from the racial context often deemed to be the opposite of the African American experience: that of Asian Americans. If African Americans have long been the target of overtly negative stereotypes, Asian Americans have been subjected to what one critic has called "racist love"--that is, a tradition of putatively positive stereotypes that have produced a different set of representational problems for Asian Americans. Together, these case studies will allow us to explore a wide range of models for thinking and writing about race in American culture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST203 Junior Colloquium: Biopolitics, Animality, and Posthumanism

This course asks what it would mean for the field of cultural studies to begin to include the category of the "human" within investigations of more traditional categories of social difference (including race, gender, sexuality, and so on). Historically, the category of the human has been taken for granted, as a biological marker imbued with particular intellectual and physical capabilities. Relatedly, the discourse of the human is often invoked in movements for political equality, inclusion, and enfranchisement (i.e., the call to "human rights"). Yet recent literature within the field of American studies broadly, and, more specifically, within the area of critical animal studies, has called these assumptions into question. In this junior colloquium, we will explore these critical turns in the field by considering the boundaries between the animal, human, and technological realms. Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the "nonhuman personhood" movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body; and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST204 Junior Colloquium: Cultural Power and American Studies

This interdisciplinary course focuses on the 19th century to the present. We will explore key American studies critical concerns such as the analysis of how cultural power relates to the reproduction of contradictory social relations and to efforts to bring about social transformation. Thus, we will consider not only what Americans are involved in--politically, economically, and culturally--but what they might do about it. Our critical dialogues will engage cultural theory (Eagleton, Kavanagh, Weedon, West, Hooks), cultural criticism (Frank), literature (Hawthorne, Melville, Howells, Dodd, Glaspell, Baraka), historical critique (Zinn, Levine, Lears), art and advertising (Berger, Kruger), and films (Capra, Lee, Moore). We will help one another develop as theoretically aware and creative American studies thinkers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST205 Junior Colloquium: Sites of the Self: Maps, Gardens, and Houses

We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the sites central to culture: maps, gardens, and houses. Each attempts to reveal an immaterial ideal in a material form: maps give a "god's eye" view of the world's totality; gardens re-create lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will look at American sites and their histories. This colloquium explores issues of material and visual culture in American studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Prereq: **None**

AMST206 Junior Colloquium: New England and Empire

Using history and literature, this Junior Colloquium focuses on the role of New England in the transformation of the United States from colony to world power. Major forces effecting this metamorphosis have their roots in this area. Mercantile entrepreneurship and the drive of commerce and trade, such as the slave trade, the ivory trade, and the West and East Indies (China and India) trades, opened the larger world to merchants and consumers in New England. Discourses of race, religion, civilization, and science created universities, produced missionaries and merchants, explorers and colonizers, writers and artists who went to the far corners of the world--the Caribbean, Hawaii, China, and Japan--and brought the world back home. The vaunted mechanical and technological ingenuity of the Yankee peddler, seen in a grandiose version in the eponymous inventor of the famous Colt revolver, backed territorial expansion and insinuated New England culture in to those newly acquired territories. A developing sense of racial entitlement and racial confidence legitimated expansion--into Cuba, Puerto Rico, Guam, and the Philippines--and produced military and cultural imperialism. The domestic, woman-centered "parlor" culture of New England both displayed the wealth of empire and hid its existence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Prereq: **None**

AMST208 Junior Colloquium: Visual Culture Studies and Violence

In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues

of power, complicity, and resistance as we consider what it means to be "visual subjects" in historical and contemporary contexts. We will address how different media--from photography, to television, to film, to the Internet--transform our understanding of images and what it means to both "look" and "be seen." As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask, How have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work toward social change or create attitudes of indifference? How do images of war, prisons, pornography, death, crimes, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how does the representation of difference--race, gender, sexuality, class, and disability--inform and/or transform conceptions of violence and its place in the visual field?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST209 Junior Colloquium: Cultural Theory and Analysis

In this course, we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with highly dense theoretical pieces as well as more popular cultural texts, such as film, comics, documentaries, and websites.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST210 Junior Colloquium: The Cultural Production of Ethnicity and Race

Together we will explore how various ethnic and racial groups have been ethnicized and racialized as "others" in the United States and how these groups have used the arts, mass culture, activism, organizing, politics, economics, constructions of daily life, and formations of identity and of difference to negotiate and resist this "otherizing." Using seminal theories on ethnicity and race from the field of comparative ethnic studies, we will investigate how and why essentialist images such as "the model minority" for Asian Americans, hypersexuality for African Americans, "illegal aliens" for Latinos, "terrorists" for Arab Americans, and "primitives" for Native Americans have been historically and culturally produced and contested.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST213 African American History, 1444-1877

In 1619 Dutch traders arrived in Jamestown, Virginia with 19 captured Africans, the first slaves in what became the United States. By 1860, the eve of the Civil War, one in eight Americans was an enslaved person of African descent. This course introduces students to the first two and a half centuries of African American history, from the beginning of North American slavery to slavery's destruction and the resulting battles over African American freedom. We will explore how people of African descent have experienced and responded to slavery, colonialism, and cultural constructions of race, as well as analyzing African American-led struggles over freedom and citizenship in the context of the American Revolution, the Haitian Revolution, and the Civil War. Through a comparative framework, we will also consider the U.S. within international, even global, histories of race, slavery, and freedom.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM203**

Prereq: **None**

AMST218 Introduction to Queer Studies

This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS218**

Prereq: **None**

AMST220 Asian Americans and Popular Culture

This course explores the history and experiences of Asian Americans through the site of popular culture, which includes films, comics, television, music, and digital culture. We will discuss how Asians are represented in U.S. mainstream culture and how Asian Americans responded with their own cultural productions. The project will require students to produce artworks and other creative forms to tease out the themes discussed in the class such as marginalization, cultural exotization, stereotyping, globalization, appropriation/cultural theft, and hybridity. A transnational dimension analyzes popular culture in Asia. The historical time frame of the course will be mostly the late 19th century until the 21st century. To analyze organizing about Asian American media representation, students will adopt a cultural activist lens to encourage more public visibility for minorities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **CEAS267**

Prereq: **None**

AMST221 Imaginary Empires: The French, English, and Native Northeast, 1604-1784

Northeastern North America during the 17th and 18th centuries was a place where European powers imagined their empires, local settlers worked to create a sense of permanence, and Indigenous nations fought to retain their power while negotiating new relationships. This course will combine scholarly books and primary sources to examine the Northeast as an entangled space of interaction, competition, and cooperation. We will read about early contact between Natives and newcomers, imperial rivalries between England and France, and the daily interactions that shaped life in the Northeast. This era was full of strategic alliances, economic struggles, brutal violence and peace treaties, sexual violence, captivities, witch trials, coerced labor and revolts, and revolutionary ideas. The goal of the course will be to explore the imperial and the local to gain

a sense of how the Northeast was both imagined by administrators and lived in by French Acadians, English settlers, and Native peoples.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST182**

Prereq: **None**

AMST222 Directorial Style: Classic American Film Comedy

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The class will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality--Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others--covering the silent era through the early 1960s.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM314**

Prereq: **None**

AMST223 Jews & America

This course will investigate why Jews came to America and how they and their children adapted to their new home. It will explore American Jews' relations with other groups, including the Irish Americans, African Americans and the white Anglo-Saxon Protestant elite, and Jews in other parts of the world. Finally, the course will consider Jews' quite significant impact on the American economy, politics, society, and culture. Although it will begin with the colonial era, the course will focus primarily on the 19th and especially the 20th centuries.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST210, CJST210**

Prereq: **None**

AMST224 History of American English

What is American English and how did it get to be what it is? This course will begin with the general history and development of the English language, looking at central issues such as sound (e.g., the Great Vowel Shift, Grimm's Sound Change laws), sense (e.g., grammar, vocabulary, usage), and standardization (e.g., orthography, dictionaries). What makes our particular kind of English "American"? We will learn about the role of different groups in its development: Native Americans, African Americans, and immigrant languages of various kinds, including Yiddish and Spanish. In addition, we will analyze the workings of class, youth culture, and gender. Throughout, the class will examine questions at the heart of our language debates: a "national language," "Ebonics," and bilingual education. If English is today the international "lingua franca," is American English particularly the language of power? What are the different kinds of power exerted by, for instance, business English and slang?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Prereq: **None**

AMST225 Latinidad: Introduction to Latina/o Studies

This course will introduce major themes within the field of Latina/o studies, using an interdisciplinary approach to analyze the experiences of Latinas/os within the United States and throughout the Americas. Employing a range of historical, theoretical, political, and cultural texts, this class will ask students to think about a number of issues central to the field of Latina/o studies, including

migration, language, nationalism, indigeneity, education, labor, assimilation, and cultural imperialism. This course will also look at the ways in which intersectional identifications, including race, sexuality, and gender, operate within frameworks of Latinidad. Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latina/o experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST226 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL225, AFAM223, FREN225, LAST220**

Prereq: **None**

AMST227 Introduction to History: American Material Culture

This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST170**

Prereq: **None**

AMST228 Sex, Money, and Power: Anthropology of Intimacy and Exchange

Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts across the Americas. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. We will be centrally concerned with the relationship between economic, cultural, and political formations and with the differences race, ethnicity, nation, class, gender, and sexuality make. Throughout, we will ask, How do practices and bodies accrue value? When are intimacies--sexual and

social--commoditized? How have transnational flows complicated relationships between sex and money? How do these intersections constrain and/or empower people? And, finally, who benefits from such arrangements, and who does not?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH203, FGSS223**

Prereq: **None**

AMST229 Hymnody in the United States Before the Civil War

This course is a historical introduction to psalmody in the 17th century, lining out, Anglo-American 18th-century sacred music, the cultivated tradition in the early 19th century, and the various styles that contribute to the SACRED HARP and other shaped-note hymnals. Composers studied will include Thomas Ravenscroft, William Billings, Lowell Mason, and B. F. White. Collections examined will include The Bay Psalm Book, Tansur's ROYAL MELODY COMPLEAT, Lyon's URANIA, and Walker's SOUTHERN HARMONY.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC274**

Prereq: **None**

AMST230 The United States Since 1901

The course will explore the history of the United States from 1901 until recent times. The central focus will be on politics and society, although economics, relations with other nations, intellectual movements, popular culture, education, sports, and other topics will, of course, be discussed. The unifying theme will be the emergence of modern liberalism during the Progressive Era and its dominance in American politics and thought by the mid- 20th century. Beginning in the 1940s, however, minorities hostile to modern liberal values and policies emerged. Conservative groups and thinking proved quite successful in the latter 20th and early 21st centuries.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST240**

Prereq: **None**

AMST231 Asian American History

This course will examine the history of Asian Americans in the United States, analyzing the causes and reasons for why Asians settled in the country as a reflection of processes related to militarization, war, globalization, economic displacement, and labor demands. This lecture/discussion course attends to the diverse meanings that constitute "Asian" and "American," taking an exciting comparative approach to the study of Asian Americans by recognizing that the lives of Asians are inseparable from other minorities such as Latino/a, Native American, Muslim/Arab, and black people. The course begins with a discussion of the conquest of the Americas by Columbus, who was looking for "Asia" but supposedly discovered "America," only to colonize indigenous peoples. This starting point opens "Asian American" history as a contested planetary intercultural field of interest that will disrupt the usual sense of that history beginning with Chinese (indentured) migrant laborers who first arrived in the 1820s. From conquest, we move quickly to the history of exclusionary anti-Asian laws in the 19th and early 20th century toward the 1960s at the height of Asian American activism and political organizing to the current transnational moment with the great flow of people between Asia and America. Topics encompass war brides, prostitution, globalization, communist scares, and mixed-race marriages. Our texts are drawn from a variety of fields such as literature, sociology, history, performance studies, film studies, and public health.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-AMST**
 Identical With: **CEAS276**
 Prereq: **None**

AMST232 American Architecture and Urbanism, 1770--1914

This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Movements include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ART**
 Identical With: **ARHA246**
 Prereq: **None**

AMST235 American Literature, 1865--1945

Together we will explore not only the complexities of American literature from the 1860s to the 1940s but how this literature excels as a usable critical resource that can advance our understanding of how America has "ticked" as a culture; a socioeconomic system that established and sought to maintain class, gender, and racial difference; and a political power structure. In our ongoing analyses of the relationship of literary form and social form, we will trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, and modernism and imperialism. The creative works of Emily Dickinson, Elizabeth Stuart Phelps, Fanny Fern, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnut, F. Scott Fitzgerald, Langston Hughes, Meridel Le Sueur, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help equip us to be more imaginative readers of literature, ourselves, and America. This literature offers us expansive insights into what was at stake in America's production of "the modern." We will experience the aesthetic pleasures and critical pleasures of reading great writing.

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ENGL**
 Identical With: **ENGL204**
 Prereq: **None**

AMST236 Religion and National Culture in the United States

This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that

continue to haunt both the study of religion and political life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of contemporary religious developments, including New Age formations and the growing presence of Buddhism, Hinduism, and Islam, and the continuing centrality of religion(s) in the national culture.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Identical With: **HIST236, RELI285**
 Prereq: **None**

AMST237 Histories of Modern U.S. Gender and Sexuality

This course will explore constructions of U.S. gender and sexuality from the late 19th century to the present. We will consider ideologies of gender and sexuality as social, political, economic, and biomedical systems, as well as lived, material realities. Particular attention will be paid to intersectional politics, by interrogating how categories such as race, class, disability, and national identity operate in relation to gender and sexual politics. Topics covered will include: the scientific "invention" of hetero- and homosexuality; anti-miscegenation law; gender-based immigration regulations; ideas of normative domesticity and kinship; labor patterns and gender-based disparities; gender- and sexuality-based rights' movements, including first, second, and third wave feminisms and LGBTQIA liberation; and reproductive technologies and rights.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-AMST**
 Identical With: **FGSS237**
 Prereq: **None**

AMST238 Indigenous Rights and Representations

What role do Native identities play in global social and political movements? How do ideas about Indigenous peoples shape nationalist sensibilities and international projects? How do notions of cultural authenticity and autonomy figure in the discourse of Indigenous rights? Attending to the legacies of colonialism, this course addresses contemporary representations, performances, and politics of indigeneity--by Indigenous people themselves, as well as by others--centered in Native North America, with comparative forays across the Americas. Through a close look at ethnographic texts on this topic, we will investigate how perceptions about and participation by Indigenous peoples have figured in environmental activism, transnational trade agreements, educational reform, nationalist campaigns, multiculturalist politics, and international migration. We will attend to the role of globalization, transnational mobilities, and technological innovation in emergent social movements, as well as new imaginings of Indigenous identity. And we will contemplate the implications of the presence of Indigenous scholars--and activists--as key players in academic and public debate.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-AMST**
 Prereq: **None**

AMST240 Hipsters

This course will focus on the contemporary hipster subculture after examining a critical genealogy and racial history of the origins of the concept. From black jazz

artists and zoot-suitors in the 1940s who defined "hip" and "cool," to the post-World War II burgeoning literary scene of the Beat Generation that codified the figure of the hipster as an American bohemian strangled by social conformity, there has been a cultural politics of being "in the know." Derived from the term used to describe these earlier movements, the term "hipster" reappeared in the 1990s and became especially conspicuous in the 2000s to the present. Today's hipsters are generally associated with whiteness, indie music, a vintage fashion sensibility, liberal political views, organic and artisanal foods, as well as racial gentrification in urban neighborhoods in Brooklyn and select cities such as Portland, OR and San Francisco. Perhaps curiously, members of this subculture typically disassociate themselves from this cultural category, as outsiders often use the term hipster as a pejorative. In an attempt to understand why hipsters differentiate their actions from the hipster stigma, students will study the contemporary discourse about hipsters, along with a historical analysis of the term and its use in popular culture to get a better understanding of race, class, gender, and the commodification of style. Other topics for exploration include stereotypes, authenticity debates, hipster racism, so-called "blipsters," the death of irony, hipster chic, "hipster run-off," the resentment of hipsters, and forecasts of "the end of the hipster."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH240**

Prereq: **None**

AMST241 Childhood in America

Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL235**

Prereq: **None**

AMST242 Mixed in America: Race, Religion, and Memoir

This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI280, AFAM282**

Prereq: **None**

AMST243 American Literature from the Colonial Period to the Civil War

This lecture course marks a path through American literature, moving from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We will begin by considering the role of "America" (both the idea and the real continents) in world history; the questions we raise will return often as we look

closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them; therefore, we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL203**

Prereq: **None**

AMST244 Comparative Race and Ethnicity

This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular races or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC240**

Prereq: **SOC151**

AMST245 Personalizing History

How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These questions and others are at the foundation of this course, which includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercises where you will be asked to research specific aspects of your times and places. For example, you might be asked to research and write about such questions as when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person. The memoir is a distinct genre, with topics/themes particular to it. Some of the most important are memory itself, childhood, place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, family, and generational differences. The class will engage with these topics in the analysis of the readings and also in the writing of memoirs. Specific techniques will be highlighted for writing practice: the catalog, diction, dialogue, metaphor, description, point of view, and narrative structure, including temporal organization, the doubled narrative, and the narrative frame.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ENGL246**

Prereq: **None**

AMST246 Social Movements

How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday

details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC246, FGSS256**

Prereq: **SOC151**

AMST247 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM243, ENGL243, LAST247**

Prereq: **None**

AMST248 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's *SHOW BOAT* and George Gershwin's 1935 production of *PORGY AND BESS* as the entry points of our analysis and end with *RENT*. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL233, THEA208, MUSC276**

Prereq: **None**

AMST249 Art After 1945

This course examines artistic production in the United States between 1945 and 1980. Artists in this period attempted to respond to the "caesura of civilization" brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and '70s. Practices linked to the early 20th-century avant-garde (such as abstraction, the ready-made, Dada, and surrealism) echoed in these years as attention shifted from the canvas and studio to greatly expanded contexts of reception and public experience. The boundaries of the art object transformed, in turn, as artists developed new forms and new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, pop art, minimalism, process art, conceptual art, performance, and site specificity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA253**

Prereq: **None**

AMST250 Decolonizing Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip's War, 1675-1678, the Wangunk continue to live into the 21st century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST252 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST227**

Prereq: **None**

AMST253 Television: The Domestic Medium

Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH244, FILM349, FGSS243**

Prereq: **None**

AMST255 Anarchy in America: From Haymarket to Occupy Wall Street

Anarchism as a political philosophy and practice is an important but little-known aspect of American culture and society. This lecture/discussion course will introduce students to select aspects of anarchist political thought and praxis in the United States and the ways that anarchism has been represented positively,

vilified, or dismissed. The class will have three parts: histories; philosophies and theories; and activism. In the history section, we will examine key events and periods from the late 19th century to the early 20th century, including the Haymarket affair; the plot to murder American industrialist Henry Clay Frick; the labor-organizing work of Lucy Parsons; the assassination of President William McKinley; the activism, incarceration, and eventual deportation of Emma Goldman and Alexander Berkman; and the execution of Ferdinando Nicola Sacco and Bartolomeo Vanzetti. In the philosophy and theory segment, we will examine anarchist theory as radical critique and review various political traditions including individualist anarchism, socialist anarchism, anarcho-feminism, black anarchism, queer anarchism, indigenous influences and critiques, and other schools of thought. In the activism section, we will examine the diverse ways, including violent and nonviolent means, by which people mobilize and organize for political change through direct social and political action.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST256 Race and Medicine in America

This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced and helped to shape social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based. We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, and newspaper articles. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **SISP256**

Prereq: **None**

AMST257 Darwinian Fictions

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL225, SISP225**

Prereq: **None**

AMST258 Field Methods in Archaeology

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP373, ANTH373, AFAM327**

Prereq: **None**

AMST259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC259, SISP259**

Prereq: **PSYC105**

AMST260 Bioethics and the Animal/Human Boundary

In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human

defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **SISP260**

Prereq: **None**

AMST261 Pirates, Puritans, and Pequots: Literatures of the Renaissance Atlantic

This course opens the traditional canon of Renaissance literature westward, examining the connections between English Renaissance authors and the slaves, indigenes, and colonists living in and around England's emerging colonies in the New World. What picture emerges when New World authors ranging from Puritans to pirates to Pequots are put in sustained dialogue with the points of view of investors, planners, and dreamers "at home" in England? We will answer this question by surveying a variety of texts and objects including travel narratives, pirate plays, utopian fictions, indigenous craftwork, maps, eccentric political tracts, diaries, colonial promotion materials, and early ethnographies produced by authors all around the Atlantic rim (some even in 17th-century Connecticut!). Together, we will think about the relationship between these objects and slavery, religious radicalism, indigenous-European relations, inter-European conflict, exploration, and trade.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL261**

Prereq: **None**

AMST262 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA266, AFAM266, ENGL263, FGSS276**

Prereq: **None**

AMST264 Introduction to Asian American Literature

This course surveys how Asia and Asian Americans have figured in the U.S. cultural imaginary from the middle of the 19th century to the present, from Herman Melville's American epic *Moby-Dick* to Ruth Ozeki's comic novel about

transnational television, trade, and activism *My Year of Meats*. As the choice of these framing texts suggests, we will be exploring two kinds of representations. On the one hand, we will examine the narratives, tropes, and images through which dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the United States; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, as we enter the period beginning with the 1970s in which Asian American literature becomes an institutional category in its own right, we will add to this historical framework a number of other analytical frames that have emerged from within Asian American Studies itself: cultural nationalism; gender and sexuality; postcoloniality; cultural assimilation; and globalization.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL230, CEAS231**

Prereq: **None**

AMST265 American Labor History from 1776 to Recent Times

"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST266, FGSS265**

Prereq: **None**

AMST266 Future Visions: Temporality and the Politics of Change

What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders? We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia--alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse. Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's *Dictee*, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*, an experimental ethnography of environmental disaster and its aftermath; and Octavia E. Butler's *Kindred*, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-AMST**Identical With: **ENGL265, ANTH205, FGSS266**Prereq: **None****AMST267 Music and Downtown New York**

This course will explore the history and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades: urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements, at the heart of dramatic cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day, are an essential part of American history. Much of the course will be devoted to discovering their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the civil rights movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and listen to recordings of a wide variety of musicians, view a broad cross-section of film from the era, identify aesthetic and cultural trends, and study the local industry that supported them, including record labels, coffee houses, clubs, and concert spaces. Projects throughout the semester include written papers, individual and group presentations, and adding content to an interactive collaborative Google map of the neighborhood.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-MUSC**Identical With: **MUSC275, AFAM265**Prereq: **None****AMST268 Race, Incarceration, and Citizenship: The New Haven Model**

This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-AFAM**Identical With: **AFAM269, ANTH269, CSPL269**Prereq: **None****AMST269 New World Poetics**

God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL258**Prereq: **None****AMST270 On The Border: Chicana/o, American, and Mexican Literatures and Cinemas**

The U.S.-Mexico border as militarized zone. The border as desert wasteland. As ground for incarceration complexes for the illegal and unassimilable. As burial ground. The U.S. national media frequently flashes these images today in its representations of the ongoing war on drug cartels. These images form part of a chain that tightens around the lived experience of different peoples of the U.S. Southwest and northern Mexico, one that is linked to a dominant desire to erase the historical nuances of transitivity, movement, and exchange in the region. This course will consider some of the literary and cinematic representations of the border and of the way they respond to the ideology and history of citizenship, exclusion, and oppression.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL237**Prereq: **None****AMST271 African American Social Thought**

African Americans have preserved a rich chronicle of the experiences and views of people of African descent in the United States in writings of scholars, activists, and creative artists. These writings focus on racism and how it has structured identity, opportunities, and conflict. Contrary to images of a monolithic African American community, these writings reveal diversity, tension, and conflict. The course will focus on and explore the recurring and dominant themes in this rich corpus of African American social thought. Students will gain expertise in using specific resources and databases for African American-related research and also will begin to assess some of the ethical implications of arguments and positions regarding the history and status of African Americans. Finally, the course will address a range of key African American social thought concepts and interpretations with some consideration of formal frameworks, paradigms, and methods used to generate and assess credibility, veracity, and reasonableness of these ideas.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-AFAM**Identical With: **AFAM231, ENGL267**Prereq: **None****AMST272 Cultural Studies of Health**

Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice. This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative

readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP262, SOC259**

Prereq: **None**

AMST273 Diasporic South Asian Writing and American Studies

The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the United States. We will examine the conditions of historical arrival and identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of "Indian" and "American" identities, and how is this inflected by relationships with other ethnic or racial communities? The relationship with an often romanticized "India" is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of "authenticity," and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **ENGL276**

Prereq: **None**

AMST274 Economics of Wealth and Poverty

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON213**

Prereq: **ECON101 OR ECON110**

AMST275 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels, alongside music and visual

culture, as we explore African American literary and cultural aesthetics, African American literary history, and issues of class, gender, and place.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM202, ENGL240, ENVS275, ARHA275**

Prereq: **None**

AMST276 Revolution Girl-Style Now: Queer and Feminist Performance Strategies

Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer" and "feminist," we will pair theoretical readings with theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, Bikini Kill, boychild, Lucy Lippard, Laurie Weeks, and Dean Spade.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA267, FGSS267**

Prereq: **None**

AMST277 One Night Only: Performance and Technology in the American Avant-Garde

Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media, on the other hand, is thought of as fixed, repeatable, and unchanging. In this course we will ask: What does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized, and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemera, performance, and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogues. Texts and artistic sites will include Reza Abdoh, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA317, FGSS317**

Prereq: **None**

AMST278 Performing the Posthuman: Music and Auditory Culture in the Age of Animantities

¿Animantities¿ takes seriously the aural and performance worlds of the nonhuman. ¿Posthuman,¿ according to the Oxford English Dictionary (OED), refers to the idea that "humanity can be transformed, transcended, or eliminated

either by technological advances or the evolutionary process; artistic, scientific, or philosophical practice which reflects this belief." This seminar engages questions of musical difference by addressing posthuman performance, the musicality of animals, music that imitates nonhuman sound worlds, and cross-species and multi-species performance. Throughout the course, we will think across varied types of sounds to explore and contextualize familiar questions about how we sing, play, perform, stage, and sound musical identity, examining the intersections among the humanities, science and technology studies, and the sonic arts. Our explorations will cross through the fields of musicology, ethnomusicology, and sound studies. By listening across different kinds of sound cultures, we will interrogate how traditions of listening shape our habits of perceiving others, how we hear nonhuman animals, how we incorporate nonhuman sounding into music composed by humans, how technology has played a role in the study and development of nonhuman and human musicality, and what it means to listen to and value sonic difference more broadly. Through discussions of musical and cultural difference that enrich ongoing discussions of race, gender, and sexuality, we will come to a stronger understanding of music's role in imagined and experienced natural worlds. Topics and case studies will include audio bird guides, new age nature recordings, multi-species collaborative performances, sampled and electronically rendered animal and nature performance in digital video games, wildlife field recordings and documentary sound design, forms of animal and environmental mimesis used by composers, the way nonhuman animal behavior influenced experimental music communities, and descriptions of the musicking of nonhuman animals by the National Audubon Society and other wildlife guides and field recording initiatives. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can succeed in this course without previous musical knowledge.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC287, ENVS287**

Prereq: **None**

AMST279 Crossing the Color Line: Racial Passing in American Literature

Narratives of racial passing have long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the "literature of passing" as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **ENGL319**

Prereq: **None**

AMST281 Ethics of Embodiment (FGSS Gateway)

Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair—all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **FGSS210, ENGL211**

Prereq: **None**

AMST283 Vodou in Haiti--Vodou in Hollywood

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Voodoo. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI273, AFAM273**

Prereq: **None**

AMST284 Early North America to 1763

From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful Indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST237**

Prereq: **None**

AMST285 Decolonizing Discourses: An Introduction to Native American and Indigenous Studies

This class offers an introduction to the field of Native American and indigenous studies (NAIS) and its interdisciplinary approaches to the study of indigenous nations, cultures, peoples, and histories in the United States and around the world. Work in NAIS employs a range of critical perspectives to address histories of colonialism, settler colonialism, and decolonization; the mistreatment and misrepresentation of indigenous peoples and cultures; and the crucial role of indigenous peoples and tribal nations in shaping contemporary global cultures. We will explore critical issues facing Native communities, including legal and cultural identities, revitalization, environmental racism, transnationalism, indigenous feminisms, gender and sexuality, and indigenous sovereignty. In the process of interrogating these topics, we will read scholarship that introduces us to different methods of studying these issues and provides a solid basis in the history of Native North America and the global indigenous movement. In addition to reading foundational works in NAIS, we will draw on work in cultural studies, history, anthropology, settler colonial studies, critical race and ethnic studies, and literature to understand how scholars have tried to make sense of

the past, present, and future of indigenous communities in the United States and around the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice

This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS286, ANTH286**

Prereq: **None**

AMST287 Contemporary Art Since 1980

This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the past 35 years. This period gave rise to a remarkable range of historical transformations: a post-Communist Europe; an economically prominent China; the AIDS crisis and queer activism; increasingly molecular degrees of technological and visual mediation in everyday life; the consolidation of a globalized network of travel, communication, and capital; climate change; and a seemingly perpetual "war on terror," to name only a few. This course attends to the changing vocabulary of approaches by which artists both intervened in these conditions and positioned their work in relation to a longer view of the history of art. Rather than a strictly chronological survey, the course attends to specific theoretical frameworks (e.g., postcolonial, feminist, antiracist, poststructural) and formal techniques (e.g., installation, video projection, social practice, public intervention) that fuel current practice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA252**

Prereq: **None**

AMST288 African American Urban Politics, Economy, and Policy

This course provides an introduction to the political experience and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. Although the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and black political economy as well as voting, participation, party politics, and elected office (i.e., legislative and executive). Additional topics include housing and labor markets, healthcare reform, and issues of gender, class, age, and sexual identity at the intersections of black politics. Finally, the class will explore the role of race and police relations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM219**

Prereq: **None**

AMST290 Style and Identity in Youth Cultures

This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH290**

Prereq: **None**

AMST291 Afro-Asian Intersections in the Americas

This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the United States and abroad, and the Los Angeles Riots of 1992. We will also study forms of cultural interracialism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like *Rush Hour* (1998), to the contemporary fiction of writers such as Patricia Powell and Charles Johnson.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST292 American Jewish Humor

This course is a look at American Jewish history through one particular lens--that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor that has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will read some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances, and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should, in the end, be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI278, CJST278**

Prereq: **None**

AMST293 Politics of the Body

This course explores the operations of power on and in the body, drawing on the interdisciplinary fields of queer, disability, and transgender studies. We will examine the ways bodies are marked as deviant, abnormal, and/or pathological, considering where processes of sexed, raced, gendered, and able-bodied normalization intersect and where they diverge. Case studies will range from turn-of-the-century sexology to the modern freak show, the politics of passing, the science of homosexuality, the pleasures of trans and queer embodiment, the contemporary biopolitics of AIDS, eugenics, and U.S. citizenship. Readings include theoretical, historical, and ethnographic approaches to power, difference, and the body. We will also read several memoirs to help us ground the body politics of life lived in the intersections of queer, trans, and disability.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS294**

Prereq: **None**

AMST295 Rescripting America for the Stage

This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials related to all forms of American culture from the revolution to hip hop. Initially our primary source material for adaptation will be Herman Melville's "Confidence Man." We will examine a range of performance texts adapted from nontheatrical sources, including Lin-Manuel Miranda's "Hamilton" and Dario Fo's subversive rewrite of Columbus' voyages, "Johan Padan and the Discovery of the Americas." Ancient Greek drama will also be studied for its dramatic structure and for its significance as a source for American adaptations such as Lee Breuer's "Gospel at Colonus." This course counts as a workshop and techniques course for the Writing Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA221**

Prereq: **None**

AMST296 America in Prison: Theater Behind Bars

This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA115**

Prereq: **None**

AMST297 Contesting American History: Fiction After 1967

The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past five decades. What visions of American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL343**

Prereq: **None**

AMST298 From Seduction to Civil War: The Early U.S. Novel

This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL209**

Prereq: **None**

AMST299 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *COLOR STRUCK* and August Wilson's 2006 play *GEM OF THE OCEAN* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL385, THEA323, AFAM323, FGSS323, HIST380**

Prereq: **None**

AMST302 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice

Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound

may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL304**

Prereq: **None**

AMST303 Museumizing: "Science," Stories, and the Arts of Native Americans

Together we will focus on the roles of "science" and art in the production of Native American subjects. In particular, we will investigate the boundaries between art and science and how these boundaries are constituted, shored up, and reified in relation to the production of Native American subjects. We will approach science and art in their most expansive senses to follow their shifting frontiers and chart their multiple intersections. Our boundary-crossings will analyze ethnography, collecting practices, media, historiography, linguistics, as well as storytelling, sculpture, museum installation, and performance. In doing so, we will move from the culturally produced--museum produced--Native American subject to a form of indigeneity as praxis, and this will offer us ways to rethink traditions while both working with and refashioning the critical theories at hand. Our primary metaphor here is walking somewhere between the anthropological and the art museum. Seeking to interrogate the limits of and to limit the power of knowledge production, our critical walking will shed light on art, institutions, and the politics of "making Indians."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST304 Techno-Orientalism

This class analyzes the ways Asians and Asian Americans have been tied to science and technology, an association that may seem obvious but is understudied. Throughout the course, the overarching theme of techno-Orientalism will help frame discussions of cyborgs, globalization, digital industry, labor, high-tech education, and economics. Students will understand how and why Orientalism--or the Western sense of people from the East as dangerous enemies/exotic foreigners--gets warped in the technological age. Key issues include the preponderance of Asians in scientific fields and technological industries and the popular representation of Asians as robots or cyborgs. Our seminar will explore how U.S.-Asian transnational relations shaped the rise of Asian high-tech superpowers such as Japan, South Korea, India, Singapore, and China, as well as emergent powerhouses like Vietnam. The class will focus on the contemporary postmodern period, centering on the late 20th century to early 21st century. As an interdisciplinary seminar, we will cover the gamut of fields from sociology to literature to philosophy to technoculture studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **SISP304**

Prereq: **None**

AMST306 Historicizing Latina/os

Together we will engage the historical experiences of Latina/os in the United States: colonizations, migrations, World War II, labor organizing, responses to "Americanizations," Latina/o civil rights movements, feminist and LGBT critiques, and cultural and aesthetic productions. Focusing on Mexicans, Cubans, Puerto Ricans, and Dominicans, and on matters of gender, race, and sexual orientation, we will consider questions such as: What global economic and political forces have shaped Latina/o populations? Where and how have various Latina/o groups settled and how have they been received? How have Latina/os contributed economically, politically, and culturally to the United States?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS306**

Prereq: **None**

AMST307 Indigenous Politics

This seminar will feature select historical moments, geographical sites, and case studies to explore the complexities of life for indigenous peoples in the Pacific Islands and North America subject to the authority of the United States, Canada, and Mexico. The course will examine indigenous peoples' varied political status in relation to questions of sovereignty and self-determination, structures of domination and resistance, and myriad forms of indigenous agency. Readings will focus on the recognition and assertion of collective rights, treaty rights and land claims, and self-governance under independent states' and international law. Films and guest lectures will complement the required texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH307**

Prereq: **None**

AMST308 Indigenous Mobilities

Indigeneity, by definition, calls into play complex relations to place. In this course, we will address contemporary Indigenous experience, politics, and imaginaries in the Americas by exploring questions of place as well as movement. How might our notions of Native American and Indigenous peoples and cultures shift if we consider mobility as central to Indigenous life? How are connections to ancestral territories and homelands implicated in or altered by the increasingly globalized world we inhabit? Looking at indigeneity on the move, we will invoke notions of borderlands and boundaries and explore forms of geographic, social, and virtual mobilities, and their intersections with race, legal identity, and claims to space and place. We will look at the new forms of mobility evidenced by recent Indigenous transnational migration, as well as the histories of chosen and forced movement, displacement, and dispossession that continually shape Native American and Indigenous experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST309 Black Political Thought

This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology,

critical race theory, and legal studies. How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and U.S. history?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST309, AFAM309**

Prereq: **None**

AMST311 Anthropology of Digital Media

Networked media technologies, from the Internet to mobile phones, are reshaping many aspects of daily life, selfhood, and society. While digital and electronic media seem to make the world smaller, ostensibly facilitating global flows of capital, people, goods, and ideas, this course examines how these technologies co-constitute particular kinds of subjects, accommodating some uses and modes of living more than others. Digital platforms and services, for example, are often designed with elite, technically savvy users in mind, yet are taken up transnationally in diverse and unexpected ways. Media, like other technologies, never exist separately from social life as independent agents of change, but instead emerge through contingent histories, material realities, constellations of discourse, and unequal distributions of power. This course introduces students to the anthropology of digital media and culture, drawing on empirical, ethnographic accounts from a variety of theoretical perspectives, including feminist technology studies, actor-network theory, queer theory critiques, new materialisms, postcolonial studies, and social informatics. Topics include space and place online, media publics, new transnationalisms, design anthropology, big data, social networks, virtuality and embodiment, the social construction of users, mobility and disability, and telecommunication infrastructures. We will consider emerging media practices in cross-cultural and transnational settings to examine the situated contexts of design and use, while asking broadly what consequences these technologies have for our social worlds. This course requires intensive reading and writing, including a final project that can be undertaken in a variety of ways, such as an original ethnographic or creative project exploring an emerging media practice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH309**

Prereq: **None**

AMST312 Indigenous Religion and the New Age: Inspiration or Appropriation?

Is imitation the sincerest form of flattery? This course examines the way in which indigenous religious practices, images, and ideas become appropriated into New Age religion. In *GOD IS RED*, Native American philosopher Vine Deloria Jr. argued that indigenous religion is superior to western Christianity and the Christian West has much to learn from it, but many indigenous people understandably object when their practices are copied by outsiders, decontextualized, and used to make a profit. Where is the line between respectfully learning from and disrespectfully appropriating? Why are indigenous practices so appealing to the New Age? How do New Age desires intersect with the needs and desires of contemporary indigenous practitioners, as well as national legal structures and neo-liberal economies? What are the contexts within which decontextualized indigenous practices and ideas become re-contextualized as New Age? We will read and deconstruct the classic manifesto of New Age spirituality *THE TEACHINGS OF DON JUAN*, examine the Ayahuasca patent case, and consider questions of intellectual property, cultural appropriation, and spiritual tourism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM312, RELI312**

Prereq: **None**

AMST313 After Orientalism: Asian American Literature and Theory After 2000

From early articulations of cultural nationalist pride to today's transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than 30 years after the field's inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America's aesthetic innovations. Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL361**

Prereq: **None**

AMST314 The United States in the Pacific Islands

The relationship between the United States and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was, and continues to be, primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the United States come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific as a region that was subject to imperialist development that was an extension of the continental expansion. The course will focus on the history of American influence in Hawai'i that culminated in unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and American Samoa, where questions of self-determination persist. We will also examine the Pacific as a nuclear playground for atomic bomb testing by the U.S. military and the U.S. administration of the Trust Territory of the Pacific after World War II until the self-governance of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau in the 1980s and 1990s.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH301**

Prereq: **None**

AMST315 Entertaining Social Change

How has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that artists, songwriters/performers, radical historians (working with cartoonists), and moviemakers have developed to entertain Americans--teach them, fascinate them, move them, persuade them, provoke them, make them laugh--so that Americans will be more inclined to entertain social critique. We will explore the popularizing (and the selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics (Woody Guthrie/protest folksingers); folk-rockstars such as Crosby, Stills, Nash, and Young, Jackson Browne, Ani DiFranco, and Father John Misty; the political development of hip-

hop (Gil Scott-Heron, NWA); politically edgy comedy (Lenny Bruce, Jon Stewart, Stephen Colbert); and movies (Malcolm X, Straight Outta Compton, No, Network, Where to Invade Next, Matewan, Wall Street, The Big Short).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ENGL309, FGSS315, CHUM334**

Prereq: **None**

AMST316 Television Storytelling: The Conditions of Narrative Complexity

This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television.

Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH308, FILM319**

Prereq: **None**

AMST317 Disability, Embodiment, and Technology

In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations--from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)--transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference--including race, gender, and sexuality--work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world? To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship but also including perspectives from scholars of law, history, ethnography, queer studies, critical race studies, and science and technology studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **SISP317**

Prereq: **None**

AMST321 Globalization and Localization in Youth Cultures

This course takes globally circulating forms of commercial youth culture (especially popular music, fashion, movies, and television) as sites for analyzing interconnected processes of cultural change and cultural continuity. Using ethnographically based studies of youth in a variety of national contexts, we will approach young people as agents who draw on locally embedded resources in consuming global cultural forms and also create new, hybridized forms of culture that have both local and global roots. In these emerging youthspheres, cultural flow is not simply from "West to Rest" but is multidirectional, as locally produced hybrid forms circulate across national boundaries and sometimes back to Western markets. In mapping such flows, we will focus on their implications for identity formation among youth. In what ways, we will ask, do young people in particular sociocultural locations use the production and/or consumption

of commercial cultural forms in orienting themselves vis-à-vis global and local worlds and in imagining and pursuing possible futures? Designed primarily for anthropology majors, the course also admits students from other majors with serious interests in ethnographic youth-cultural research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH324**

Prereq: **ANTH101**

AMST323 Trauma in Asian American Literature

The relationship between Asian Americans and the U.S. nation-state has been understood by a number of scholars as reciprocally traumatizing. The incorporation of racially-marked Asian Americans into the United States has been historically perceived and figured as an incursion, a wound, a rupture in the homogeneity of a national body that must be managed through legal exclusions and discrimination. Meanwhile, many argue that these historical exclusions have in turn "traumatized" Asian American identity, such that, as Anne Cheng wrote, "in Asian American literature... assimilation foregrounds itself as a repetitive trauma." This course will examine the concept of trauma and the cultural work it performs in both Asian American fiction and criticism. As we explore the ways trauma has enabled certain discussions about immigration, assimilation, and historical memory, we will also ask questions about the limits of trauma as a model for understanding these processes and consider what discussions this widely prevalent paradigm might obscure or occlude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **ENGL323**

Prereq: **None**

AMST324 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive

Leonard Crow Dog (Lakota) wrote in his autobiography, *Crow Dog: Four Generations of Sioux Medicine Men*, "We Crow Dogs had always had the 'earth ear,' maka nongeya, having the whole earth for an ear. It means you know what's going to happen before it happens. And you can also listen backward, way back, know the generations gone by." Relating the "earth ear" to contemporary technology, he says that it is made up of Inyan Tunka, an "ancient rock computer"; wakiksuyapi, a "hot line to the spirits" through the interpretation of signs; as well as the history sedimented in the Lakota language: a wonderful cyborgian concept that mixes memory, prediction, and the deep ancestral time of the oldest beings, rocks. This is a powerful manifestation of what ethnomusicologist Roshanak Kheshti has called aural positionality, "an ethnographic production practice that works through and with the formal capacities of sound so as to make use of the medium's potential in constructing representations of culture." GPS for the ear? In Crow Dog's account, a medicine man is describing a spiritual practice in relation to the earth; in Kheshti's, an ethnomusicologist is accounting for an ethics of representation through her listening and production practices in the context of world music; but in both, it is a matter of attuning oneself through the ear. In this course, we will attune our ears to archives of Native American music by paying close attention to the practice of ethnomusicology, theories of the archive and auditory cultures, issues of intellectual property (including the digitization and publication of archival materials), practices and values of production, and the repatriation of songs and revitalization of Native American ways of life. We will also explore Native American epistemologies and spiritual practices, as well as the sensory and affective aspects of sound. By focusing on the "earth ear" as a site of interaction, listening becomes an activity by which recorded sound's social, ethical, and aesthetic positioning is conveyed to the listener. Through differential positioning, then, we will explore the intervals between sound and sight, singing and hearing,

and music, sound, and language. With this in mind, we will conduct research in Wesleyan's World Music Archives, while comparing it to alternative archives (such as the Women's Audio Archive and various acoustic and sensory ecology archives) that question the archival conventions by which sound, music, and culture are constituted as a homogeneous whole and challenge the perpetration of relations of subordination between sound, sense, and identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **MUSC289**

Prereq: **None**

AMST325 Native American Health: History, Sovereignty, Resistance

What are the major health disparities, challenges, and developments facing Native Americans and their communities across the United States? This seminar provides a historical overview of topics in health and healthcare pertaining to Native Americans during the 19th through 21st centuries. The course is organized thematically, providing an overview of changing sources of morbidity and mortality among Native peoples in the United States over the past two centuries and the policies and practices that have been undertaken to limit disease and improve health. Individual sessions focus on critical issues and episodes that shaped this historical development. Some sessions center on significant diseases or health issues, such as diabetes or mental health; other sessions examine public health and community initiatives, forms of resistance, or modes of strategic intervention, such as new health legislation, the development of community-controlled health services, or transnational alliance-building. Overall, the course is premised on the idea that health is a social and political condition as much as a scientific and medical one. We will, therefore, seek to understand changes and developments in the history of Native American health, healthcare, and health policy in the context of concomitant social and political changes and against a backdrop of settler colonialism in the United States.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST327 American Pragmatist Philosophy: Purposes, Meanings, and Truths

This course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL321**

Prereq: **None**

AMST328 The Immigrant City in the United States, 1880–1924

The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. The connections between mass immigration and the emergence of mass entertainment will be explored with special attention to the film industry and amusement parks such as Coney Island. Paintings, photographs, architecture, and film will supplement written sources.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST328, FGSS328**

Prereq: **None**

AMST329 Issues in Latina/o Politics and Culture

This course explores the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. This course offers the opportunity to explore, analyze, and decipher the ways in which Latinas/os inhabit a global world, built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will use an interdisciplinary approach, addressing a range of texts from various scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST330 American Utopias in the 19th Century

This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect nation-state has been a persistent and recurrent feature in American history. This seminar explores precursors in the long 19th century to more recent utopian theory and experimentation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST330, RELI330**

Prereq: **None**

AMST332 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins

This course is meant to introduce students to an understudied period in African American literary history—the 1890s—and to two relatively understudied writers from that period—Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL331, AFAM330**

Prereq: **None**

AMST334 Black Power and the Modern Narrative of Slavery

The historical moment immediately after the civil rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL324, AFAM324**

Prereq: **None**

AMST335 Radio Production and the Politics of Independent Media

This course will focus on radio production and the politics of independent media. With a focus on noncommercial radio, specifically community and college radio, class members will learn about the rise and fall of independent media in the United States as a political project, the continued importance of noncommercial radio, and the prospects for recuperating radio production as an alternative news medium in the service of civic engagement. Students will learn the techniques of radio production to create a research-based podcast. This course will entail collaborative work as well as interface with radio station WESU.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH335**

Prereq: **None**

AMST336 Comparative Asian and Latina/o Immigrant Experiences

This seminar explores the comparative experiences and histories of Latinas/os and Asian Americans in the United States. Over the course, we will cover a broad range of topics related to citizenship, discrimination, immigration, human rights, intermarriage, education, and housing segregation. Together we will seek to understand how these two groups are connected in their political, economic, cultural, and social lives. The historical time frame of the readings and lectures will cover the mid-19th century period to the 21st century. There is a hemispheric approach that will discuss Asian migration to the Americas and Latina/o-Asian American foreign relations. As an interdisciplinary seminar, texts are drawn from various fields such as sociology, political science, area studies, literature, gender studies, and labor studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST338 Transnational Feminisms

This course will consider feminist theory, practice, and politics through a transnational lens. Using interdisciplinary methods, including historical analysis, cultural theory, queer theory, critical race theory, and postcolonial and diaspora studies, this course will ask students to engage with a range of texts that contribute to our understanding of what feminist thought is and how a feminist politics might function. Moving both chronologically and topically, this course

will present feminism--as philosophy, scholarly critique, and political movement--as a process (or a range of processes) of trying to come to terms with forms of cultural power, resource inequality, and modes of institutional oppression. As such, the course will interrogate concepts such as empire, imperialism, community, and nation. We will think about the ways in which feminism responds to central identifications such as race, ethnicity, sexuality, and gender. Formative class queries will focus on the ethical project(s) of feminism(s), diverse and contradictory understandings of a feminist project, and how feminism might create, react, and respond to global issues of rights and recognition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS339**

Prereq: **None**

AMST340 Asian American Gender and Sexuality in Historical Perspective

This seminar approaches the study of Asian Americans through the lens of gender and sexuality. Topics include sexual fetishes/orientation, dating, marriage, sexual violence/harassment, exoticism, queer politics, and gender expression/nonconformity. We will consider controversial "adult-themed" materials that will provoke discussion and critical thinking about what it means to be Asian American and a sexual being. The historical time frame of the class will be mostly the late 17th century until the 21st century. There is an added transnational dimension with focus on sexuality in Asia. The seminar contains a cultural politics/sexual politics component that analyzes student activism and organizing around hotly contested issues. Through an interdisciplinary lens, texts will draw from numerous fields of study including sexology, women and gender studies, literary studies, film studies, and sociology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST342 Black Leadership in Historical Perspective

This course uses the lens of history to evaluate why some individuals are considered most effective as civic, elected, bureaucratic, and appointed leaders in African American history. The course will analyze social scientific models of leadership and then go into the historical record to discover meaningful and illuminating patterns. Careful consideration is given to the distinctive challenges posed by race, class, gender, sexual orientation, and institutional settings.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM365**

Prereq: **None**

AMST343 Forgetting, Denying, and Archiving: A Hemispheric Perspective on Memory and Violence

Examining the ways in which violence has been represented and reproduced by various social actors, this course will present students with key works on the politics of memory from North America, Central America, and South America. For the Latin American portion, the class will examine the memory of the turbulent 20th century with a special emphasis on the period after the Cold War when Latin nations were forced to confront the memory of years of military repression, disappearances, violence, and death. Students will come away with an understanding that memory is not fixed or pervasive but is, in many ways, a sociocultural construct dependent on various repertoires. Moving from South to Central America, the class will present how violent events were denied, acknowledged, and transformed, while selectively archived in a culture pushing to forget but simultaneously immortalize and search for healing. For the North American portion, the class will examine memorialization in relation

to indigenous populations and their encounters and ongoing struggles with settler colonialism, while blurring the boundaries through attention to "border thinking." By following a trajectory from the repression to the (re)production of memories, one that will in large part play out in the archives and their uses, the course will chart a number of responses to the various forms of colonization of memory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **LAST343**

Prereq: **None**

AMST344 Transgender Theory

This seminar will consider theoretical, political, and social understandings of what has been broadly defined as "transgender" identities. We will begin by interrogating the concept of gender itself, probing the centrality of Judith Butler's theory of gender performativity and questioning modes of gender compulsoriness and inevitability. We will consider the relationship between the study of gender and scholarly disciplines including queer theory and feminist theory as well as American studies. The course will then focus more centrally on transnarratives of self and fights within queer and feminist communities over emerging trans articulations of personhood. Finally, the class will consider the diverse ways in which trans subjects struggle over the meaning(s) of trans narratives and the ways in which political rights and cultural legibility may be accessible or at times nonexistent for transpeople. In understanding transgender theory as a scholarly field, this course will focus on the following questions: What does it mean to be transgender? How can we (or can we?) delineate different modes of trans being (e.g., transsexual identity, genderqueer) in a meaningful way? What does it mean to transform a central tenet of one's core self? Or, does the process of transgender existence consist more of a concretion of the real rather than a transformation of the self? How can trans narratives become legible to social and political articulations of personhood?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS344**

Prereq: **None**

AMST351 Queer of Color Critique

This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS351**

Prereq: **None**

AMST352 Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture

This course employs concepts of diaspora, border, and migration to consider the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns and economic exploitation, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. The course will explore the terms diaspora, border, and migration in depth, both to contend with these concepts as important ideas in the fields of Latina/o studies and American studies and also to use these terms to interpret, analyze, and decipher the role(s) Latinas/os play in a world built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will use an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American studies, and political science, as well as popular cultural texts, such as films, comics, and music. In this course, we will interrogate the ways in which people, ideas, and resources fluctuate, ebb, and flow to track the consequences of such shifts. In trying to understand Latinas/os as a people or peoples, and Latinidad as an identity, we will question the nation-state as a regulatory force, try to unravel the significance of cultural hybridity, and discuss the effects of globalization and global capital in the contemporary world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

AMST353 Health, Illness, and Power in America

In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **SISP353**

Prereq: **None**

AMST356 Queer Necropolitics

Since the 1980s AIDS epidemic, the politics of death have been central to queer conceptualizations of identity, selfhood, and community. Queer writers reflecting upon the early AIDS years often express a sense of ambivalence about their own survival in the midst of their friends and family dying with impunity. At the same time, queer studies scholars have argued that the AIDS epidemic literalized long-existing forms of symbolic death experienced by queer people. Indeed, the idea that "social death" is a precondition for queer identity has been

taken up by many scholars across fields, especially at sites of intersectionality between sexuality, race, and class. In this course, we will explore the concept of necropolitics as it pertains to queer communities and ideologies. We will examine sites of literal queer death, through the history of the AIDS epidemic, the emergence of hate crime statutes, incidences of transphobic/homophobic violence, and the disproportionate incarceration of queer people of color. We will also examine sites of symbolic queer death, through the discourses of citizenship and belonging, criminalization, civil rights and exclusions. Concepts covered will include: Michel Foucault's work on biopolitics, Sarah Schulman's idea of homophobia as a pleasure system, Jose Esteban Munoz's work on queer futurity, Lee Edelman's work on queerness as the Freudian death drive, Judith Butler's work on the value of queer lives, Jasbir Puar's work on homonationalism and debility, and the burgeoning field of queer (in)humanism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM356**

Prereq: **None**

AMST361 Thresholds of Art and Activism Since the 1960s

Since the 1960s, a period marked by war and social upheaval, artists have navigated the contested boundaries of art and activism by turning to the street and inventing new strategies of performance, distribution, and collaboration. Exploding the familiar protocols of agitprop, they advanced a politics of representation as much as a representation of politics. Philosophical texts (e.g., Adorno, Benjamin, Debord, Habermas, Ranciere, etc.) support our engagement with recent debates in art historical scholarship (e.g., Bishop, Bryan-Wilson, Lambert-Beatty, McKee, etc.) as we consider contexts as diverse as the social movements of the 1960s, queer liberation, eco-critical activism, and Occupy Wall Street. Extending the 20th-century avant-garde's project to break down the division between art and life, our case studies (focused primarily but not exclusively on the United States: Emory Douglas, the Art Workers Coalition, Gran Fury, Women on Waves, etc.) provoke this seminar's central questions: Where is the line between art and activism? What value might that boundary continue to hold, and why? How must we assess the efficacy, ethics, and aesthetics of such practices? And what historical conditions have made them timely for artists?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **ARHA361**

Prereq: **None**

AMST362 Television Storytelling: Consuming Darkness

This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling, on the one hand, and for viewer practices and subjectivities, on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the downbeat tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and sociocultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **CHUM362, ANTH361, FILM362**

Prereq: **None**

AMST363 Kill Anything That Moves: The Vietnam War in Literature and Film

This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and history: the Vietnam War. "Kill anything that moves" were the orders that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and noncanonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War's broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an understudied aspect of the Vietnam War toward the end of the semester.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL244**

Prereq: **None**

AMST371 American Autobiography

This class will explore various forms of life writing--autobiographies, memoirs, graphic narratives, and fictional autobiographies--to understand how authors make and unmake the American "I." We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of travel, migration, slavery, and war. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL273**

Prereq: **None**

AMST372 North of America: Creating Canada in the 19th Century

The American Revolution created two new nations: the United States and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country. This seminar will introduce students to what happened north of America after the Revolution, specifically in the places that later became Canada: from politics to social life, rebellions against the government to conflicts with Native nations, labor unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the United States.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST372**

Prereq: **None**

AMST379 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI379, FGSS309**

Prereq: **None**

AMST391 Religion and the Social Construction of Race

In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (1) the intersections of race and religion as a process in which power plays a pivotal role; and (2) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI391, AFAM280**

Prereq: **None**

AMST393 Materia Medica: Drugs and Medicines in America

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST393, SISP393**

Prereq: **None**

AMST398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

This advanced seminar brings together queer theory with cultural anthropology to ask, Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed--some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstracted critique rather than social explication. Yet even as anthropologists problematize queer theory's assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated

new questions and approaches in the anthropology of sexuality--just as anthropology's interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies. This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH398, FGSS398**

Prereq: **None**

AMST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

AMST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

AMST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

AMST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

AMST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

AMST419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

AMST420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

AMST465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

AMST466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

AMST469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

AMST470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

AMST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

AMST492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ANTHROPOLOGY (ANTH)

ANTH101 Introduction to Cultural Anthropology

This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH103 Gifts and Giving

What is a gift? A commonplace understanding is that a gift is something given gratuitously and without the expectation of a return (just look the word up in any dictionary). Why, then, upon receiving a gift, do we feel indebted to the giver? And rather than gratuitous, isn't most gift giving occasioned by socially significant events and regulated by relatively rigid rules? This course is an in-depth examination of gift giving as one of the most powerful forces binding individuals and groups in society. Students will become familiar with critical anthropological and philosophical debates about the gift and consider their application to contemporary forms of gift giving in the United States, including philanthropy, volunteerism, and new types of giving made possible by recent advances in technology, such as organ donation and surrogacy. We will attend to the economic, political, and gender dimensions of gift giving in their remarkable power to make or break social bonds and undermine or reinforce hierarchical relationships at all levels of local and global society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH111 Hawai'i: Myths and Realities

This course explores the symbolic myths of Hawai'i and Kanaka Maoli (Native Hawaiians) in contrast to material realities relating to colonialism, land, nation, gender, race, rank, class, self-determination, and contests over indigenous and Western sovereignty. The course covers the precolonial period, examines Captain Cook's ventures in the Hawaiian Islands, the founding of the Hawaiian Kingdom, constitutional development of the Hawaiian Nation, the Kamehameha Dynasty, Calvinist missionization, the history of written literacy, the privatization of Hawaiian land use, gender transformations, the colonial regulation of sexuality, plantation labor, Kalakaua's governance, the reign of Queen Lili'uokalani, and the U.S.-backed overthrow of the monarchy. From the U.S. takeover, the course will examine the unilateral annexation and 20th-century colonial policy to 1959 statehood with an emphasis on indigenous self-determination, decolonization, and indigenous nationalism through the contemporary period in relation to both U.S. federal policy and international law. Films will complement the course readings and lectures.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH112 Talking Trash

Every day, we make conscious and unconscious decisions that define what we consider clean or dirty, good or bad, valuable or expendable. As the familiar saying goes, "one man's trash is another man's treasure." At an individual and societal level, our ways of wasting affect both the world we inhabit and our place within it. This course draws on readings in archaeology, anthropology, history, psychology, material culture studies, and environmental science to explore one of humanity's most prodigious products and greatest legacies: trash. We will study conceptions of waste from different times, places, and perspectives, as well as the impact of refuse on our everyday behavior, systems of ethics and meaning, and interactions with the environment.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP112**

Prereq: **None**

ANTH113 Care and Suffering

In this introductory course, we will explore the production and representation of human suffering, in addition to the modes of care deployed by healers, kin groups, aid workers, and state actors to alleviate the suffering of others. We will begin by mastering dominant approaches within anthropology for studying affliction. We will then examine case examples of bodies in distress. We will discover that suffering is inherently social: it is shared, socially produced, and communicated through socially learned and sanctioned means. Suffering is also social in the sense that it often begs a moral response. With that in mind, we will turn our attention to different regimes of care--such as experimental, pharmaceutical, and humanitarian care--and explore their limitations, paradoxes, and transformative possibilities. Taken as a whole, the course will invite students to question the creation and reproduction of suffering, while at the same time critically reflecting on dominant norms and forms of "doing good. As a first-year seminar (FYS), this course will also guide and support students in fostering skills as academic researchers and writers. We will start from the position that college-level academic writing is its own genre, distinct from the kind of writing typically taught in high school, and that the steps required to hone this skill are not always transparent, self-evident, or without challenges. As such, the course will include detailed instruction, regular in-class writing exercises, and three take-home writing assignments designed to introduce students to the main principles of successful academic writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **SISP113**

Prereq: **None**

ANTH116 Abriendo Caminos: Transnational Politics of the Hispanophone Caribbean

This course provides a comparative look at the lives of Puerto Ricans, Cubans, and Dominicans who live on their islands, the diaspora, or somewhere in between. Our focus is on politics of belonging and the ethics of solidarity that emerge from these transnational encounters. We begin by considering certain shared realities of the region as a whole, contrasting these larger trends to issues relevant for each island, given their divergent political trajectories. Then, we will look at an array of contemporary artifacts of these fluid encounters, including performance pieces by feminist artists, activists taking on a state, or collaborative educational experiments. As a first-year seminar (FYS), we will dedicate part of our time to mastering writing as a daily practice. Since much of our material is contemporary, we will consider the meaning of "writing for the present," unpacking the process of social documentation. Along the way, students will gain skill in interpreting evidence, revising, and learning the basics of good college writing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH150 Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their

traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip's War, 1675-1678, the Wangunk continue to live into the 21st century.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST150**

Prereq: **None**

ANTH165 Between Journalism and Anthropology

This first-year seminar (FYS) course will introduce students to how journalism and anthropology make their subjects vis-à-vis the broader significance of the knowledge they create and their publics. Using journalistic and anthropological accounts, we will consider how and why Haiti has long been regarded as something of an "oddy" within the Caribbean and the world. Branded the "nightmare republic" since it gained independence in 1804, in the public sphere Haiti remains conceptually incarcerated with clichés and stereotypes that obscure understanding of its complex role in global history. Attention will be paid to the plethora of coverage of the 2010 earthquake, current conditions, and possible futures. Our ultimate aim is to consider the limits of each discipline to explore the myriad possibilities in anthro-journalism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH201 Key Issues in Black Feminism (FGSS Gateway)

This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS217**

Prereq: **None**

ANTH202 Paleoanthropology: The Study of Human Evolution

Paleoanthropology is the study of human origins, of how we evolved from our apelike ancestors into our modern form with our modern capabilities. Drawing on both biological anthropology (the study of fossils, living primates, anatomy, genetics, and human variation) and archaeology (the study of material culture, such as tools, art, food remains), this course will examine what we know about our own evolutionary past and how we know it. The history of paleoanthropology--how our views of our past have changed--will also be explored. The course will include hands-on laboratory sessions utilizing fossil casts, stone tools, and other materials from the archaeology and anthropology collections.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP202**

Prereq: **None**

ANTH203 Sex, Money, and Power: Anthropology of Intimacy and Exchange

Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts across the Americas. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. We will be centrally concerned with the relationship between economic, cultural, and political formations and with the differences race, ethnicity, nation, class, gender, and sexuality make. Throughout, we will ask, How do practices and bodies accrue value? When are intimacies--sexual and social--commoditized? How have transnational flows complicated relationships between sex and money? How do these intersections constrain and/or empower people? And, finally, who benefits from such arrangements, and who does not?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **FGSS223, AMST228**

Prereq: **None**

ANTH204 Approaches to Archaeology

Archaeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP204, ARHA201, CCIV204**

Prereq: **None**

ANTH205 Future Visions: Temporality and the Politics of Change

What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders? We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia--alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse. Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's *Dictee*, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography,

etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*, an experimental ethnography of environmental disaster and its aftermath; and Octavia E. Butler's *Kindred*, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST266, ENGL265, FGSS266**

Prereq: **None**

ANTH206 Native American Youth: Movements, Law, and Policy

This course will look at current issues that affect the youth of Native America, as well as the laws and policies that specifically affect their political status as members of Native Nations. We will look at the Indian Child Welfare Act (ICWA), the Idle No More Movement, cultural and language revitalization efforts, suicide prevention efforts, traditional knowledge, seed exchanges and community gardens, and health issues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH208 Crafting Ethnography

This course is an introduction to the craft of ethnographic research and writing. In the first half, we will explore some of the research methodologies anthropologists use to understand, interpret, and analyze culture. Each student will choose an ethnographic field project for the semester and practice ethnographic methods (participant observation, interviewing, virtual ethnography, auto-ethnography, visual representation, and more). In the second half of the course, students will begin to write their ethnography, practicing writing in a variety of styles and genres (including realist, reflexive, dialogic, engaged, and experimental). Guided, weekly peer workshops throughout the semester will give students a chance to hash out and talk through questions of ethics, positionality, representational politics, and the improvisational felicities and challenges that arise during fieldwork and writing. This course will give students a solid grasp of ethnographic methods and how anthropologists construct ethnographies. This course is the preferred way for anthropology majors to fulfill the methods requirement and is preparation for ethnographic theses and essays during senior year.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

ANTH209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items

This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP209**

Prereq: **None**

ANTH210 Haiti: Between Anthropology and Journalism

This course will examine how anthropology and journalism make their subjects vis-à-vis the broader significance of the knowledge they create and their publics. Using the works of anthropologists and journalists, we will consider how and why Haiti has long been regarded as something of an oddity within the Caribbean and the world. Branded the "nightmare republic" since it gained independence in 1804, in the public sphere Haiti remains conceptually incarcerated with clichés and stereotypes that obscure understanding of its complex role in global history. Attention will be paid to the 2010 earthquake, current conditions, and possible futures. Our ultimate aim is to explore the myriad possibilities of anthropology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AFAM201**

Prereq: **None**

ANTH211 Health and Social Justice

How does health become a matter of social justice? In the context of a growing prominence of activist and advocacy groups that work toward health and justice, this course will consider: how and why health advocacy groups emerge; what goals, values, and assumptions inform their work; and how they use science and other cultural resources to make claims. We will also consider the implications of activist efforts for challenging structural inequalities, state and corporate power, and the cultural authority of science and medicine. Case studies will cover a range of geographical sites in the U.S. and abroad and represent the diverse forms that such collectives assume. We will consider, for example, groups that mobilize around broad constituencies (e.g., women's health) or in response to specific health threats (e.g., cancer, HIV, and toxic exposures), as well as those more broadly committed to social justice, equity, and "health for all." In addition to exploring the above questions, readings and class discussion will be designed for students to master some of the concepts and ideas central to medical anthropology, science and technology studies, and allied fields, such as embodiment, medicalization, biosociality, hegemony, citizenship, and the production of scientific and lay knowledge. The role of the scholar-activist will also be addressed, including the particular ethical and methodological questions that arise when scholars seek to combine research and activist agendas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH, SBS-ANTH**

Prereq: **None**

ANTH217 Resisting Racism, Extraction, and Dispossession in the Americas

This course looks at land-based social movements as responses to the legacies of empire and colonialism. We will begin with an overview of the ideologies of economic and political "progress" that justified the dispossession of indigenous and racialized groups in the Americas. Then we will turn away from the logic of imperial domination to consider alternative forms of knowledge and practice that posit new relationships between nature and society. Of special focus will be a range of ethnographies of land-based movements including the Zapatistas, Garifuna, and MST (Movimento Sem Terra) as well as feminist, indigenous, and antiracist theories informed by the forms of resistance and decolonization that we have studied.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **LAST217**

Prereq: **None**

ANTH225 Global Africa

Despite being forged over centuries of trans-oceanic movement, colonization, slavery, and structural adjustment, "African culture" is too often approached as peripheral and archaic. This course moves Africa from the margins to the center of histories of globalization to understand how Africa and Africans have shaped the emergence of modern world systems and global cultural economies. Equally, it puts world-spanning movement and connection at the center of African Cultural Studies to understand how global circulations of people and things, images and sounds, narratives and styles have shaped African cultural production and everyday life. Students will critically examine the images, narratives, and representations of Africa that circulate globally. Course materials pair novels, films, visual arts, and music produced in Africa and its diaspora with interdisciplinary readings from history, anthropology, philosophy, urban studies, and literary theory. Students will become familiar with the diversity of connections through which Africa has gone global, study how African artists and other cultural producers have shaped and responded to these connections, and cultivate a critical perspective on Africa's contemporary place in the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH226 The Anthropology of Social Movements

Intentional efforts to shape society are always in a process of becoming. In this course, we examine how social movement actors disrupt dominant cultural scripts and forms of dualistic thinking that block our collective recognition of the fundamental interconnectedness of all aspects of social life. First, we will survey a range of social theories that propose ways to rethink the binaries that structure social life--such as mind/body, theory/practice, feeling/thinking. Then we will consider a series of ethnographic cases in the contemporary period to identify the similarities and differences between them. The methods of inquiry in this course seek to replicate the challenges of seeing theory and practice as interlocking processes. As such, students will work in affinity groups all semester to design and execute an action at Wesleyan or in the Middletown area that addresses a social issue they are passionate about. This capstone project will be based on scholarly research and thoughtful, collaborative practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST118, FGSS222**

Prereq: **None**

ANTH230 Anthropology of Cities

This course is an introduction to the practice of urban anthropology. Attention is placed on the intellectual challenges recent local and global urbanization trends present to us in our attempts to think and write about cities today. We will reflect upon the production of space and place, the creation of "other spaces" through borders and limits, and the making of meaning through everyday practices and experiences in the city. We will consider how cities become foremost spaces for the exercise and contestation of power, for social cohabitation and conflict, and for cultural creation and repression. Class discussions will also focus on fieldwork methods and problems of ethnographic representation and writing in preparation for a research project that will culminate in an urban mini-ethnography.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH231 Post-Zora Interventions: Art, Activism and Anthropology

This course situates the pioneer ethnographer, novelist and playwright Zora Neale Hurston at the avant-garde of innovative approaches in anthropology. In addition to exploring Hurston's textual and performative oeuvre within and outside of the discipline, we will also examine anthropologists who turn to the expressive arts to make their works as well as artists who deploy ethnographic methods and are inspired by anthropology as their subject. Paying particular attention to black feminists projects produced at the intersections of art and activism, we aim to consider the broader context within which these occur. In the process, we will critically question the aesthetics of politics and politics of aesthetics as we contemplate the imperatives and impulses of those who challenge and subvert conventional ethnographic and creative practices to make a case for post-Zora interventions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH232 Alter(ed)native Approaches: Middletown Lives

In this city, there's a restaurateur who was a paratrooper, a minister who is a barber, a barista who's a glass blower, an unmarked house that was part of the Underground Railroad, the old factory where the modern baseball plate was invented, and a landfill with stories to tell. Working with different community partners and integrating a wide range of methods from the humanities to the social sciences, this course seeks to identify, interpret, and document various (un)known stories and histories of people, places, and spaces in contemporary Middletown. Our primary theoretical aim is to consider what is interdisciplinary. How can it be put into practice? And what is its potential for the making of public engagement and scholarship? To this end, we take a contemplative approach to learning to raise fundamental epistemological and pedagogical questions concerning research as praxis. In the process of this engagement, we will create a public anthropology project intended to benefit our broader community and environment. This is a service/learning course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

ANTH239 Cross-Cultural Childhoods

The course will begin by examining different attitudes and practices during prenatal development and continue through early adulthood. We will consider the perspectives of the child, parents, other family members, and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include weaning practices, sleep patterns, paternal contribution, education, sibling relationships, and child-care practices. Examples of topics in adolescence and early adulthood include anxiety in adolescence and the age of economic independence, sexual activity, and marriage. Some disturbing and controversial material will be discussed in a respectful atmosphere (e.g., cultural relativism and severe neglect). Students will have the opportunity to opt out of potentially disturbing discussions. The strengths and weaknesses of multiple theoretical approaches to development will be addressed and debated. A few examples of these theories include cultural relativism, universal learning mechanisms, evolutionary ecology, and evolutionary psychology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC339**

Prereq: **None**

ANTH240 Hipsters

This course will focus on the contemporary hipster subculture after examining a critical genealogy and racial history of the origins of the concept. From black jazz artists and zoot-suitors in the 1940s who defined "hip" and "cool," to the post-World War II burgeoning literary scene of the Beat Generation that codified the figure of the hipster as an American bohemian strangled by social conformity, there has been a cultural politics of being "in the know." Derived from the term used to describe these earlier movements, the term "hipster" reappeared in the 1990s and became especially conspicuous in the 2000s to the present. Today's hipsters are generally associated with whiteness, indie music, a vintage fashion sensibility, liberal political views, organic and artisanal foods, as well as racial gentrification in urban neighborhoods in Brooklyn and select cities such as Portland, OR and San Francisco. Perhaps curiously, members of this subculture typically disassociate themselves from this cultural category, as outsiders often use the term hipster as a pejorative. In an attempt to understand why hipsters differentiate their actions from the hipster stigma, students will study the contemporary discourse about hipsters, along with a historical analysis of the term and its use in popular culture to get a better understanding of race, class, gender, and the commodification of style. Other topics for exploration include stereotypes, authenticity debates, hipster racism, so-called "blipsters," the death of irony, hipster chic, "hipster run-off," the resentment of hipsters, and forecasts of "the end of the hipster."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST240**

Prereq: **None**

ANTH242 Development and Beyond: Living and Imagining Alternatives

This four-week intensive course will examine radical challenges, in theory and on the ground, to mainstream development strategies promoted by international organizations such as the World Bank and the IMF that seek to end poverty and promote growth. After the 1980s, considered by many as "the lost decade" of development, some scholars and practitioners declared the development enterprise as fundamentally wrong: It was a misguided and violent neocolonial project that could never provide the answer to inequality and poverty. These radical critics argued for imagining and building a "post development" era. In this course, we ask, What is "postdevelopment" as a concept, how does it emerge out of and materialize on the ground among dispossessed communities, and to what effect? We will focus on lived and imagined alternatives to development. We spend the first week at Wesleyan, pouring over the conceptual and political underpinnings of mainstream development discourse as well as its critics. After a quick overview of modernization theory and neoliberal development policies, we will focus on postdevelopment critiques and alternatives coming out of Latin America, in particular. We will then encounter lived alternatives in Oaxaca, Mexico. We will spend three weeks conducting in-depth research and work with marginalized communities that are rejecting capitalist development and building and experimenting with living a "good life" (buen vivir) on their own terms.

Offering: **Host**

Grading: **OPT**

Credits: **2.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH243 Medical Anthropology

Situated at the intersection of the clinical and social sciences, medical anthropology seeks to understand bodies, afflictions, healing, and care in cross-cultural contexts. This course serves as an introduction to the exciting field of medical anthropology. Students will begin by mastering dominant approaches within medical anthropology for studying the body as a site of meaning, a moral battleground, a biosocial entity, an object of regulation and control, and a tool of resistance and change. We will then turn our attention to different kinds of

bodies in distress and to the therapeutic responses they invoke (or fail to invoke) from healers, doctors, kin groups, aid workers, and state actors. Of particular concern will be those aspects of healing that challenge commonsense notions of how therapies work and where they may fall short. Specific concepts and topics to be covered include illness narratives, idioms of distress, structural and symbolic violence, culture-bound syndromes, nature/nurture debates, ritual healing, high-tech medicine, and humanitarianism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH244 Television: The Domestic Medium

Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST253, FILM349, FGSS243**

Prereq: **None**

ANTH245 Anthropology of Contemporary Chinese Art

This course will survey the contemporary Chinese art world from an anthropological perspective. It puts the accent back on China to survey the course of modernization in an ancient art tradition. Beginning in 1930, Chinese artists developed new forms of artistic practice, organization, and expression in a process of creative diversification that leads directly to the profusion of styles and expressions we see today. We will examine the historical and cultural impetus for modernization in the Chinese art world: the complicated initial engagements with Western art; the effects of politicization of the art world under the Chinese Communist Party (CCP); the spirited and complex development of visual art during the reform period; and, finally, the effects of Chinese artists' gradual entry into the international art world. Our focus on Chinese concerns including painting from life, figure drawing, line vs. chiaroscuro, realism, folk arts, and the importance of heritage will orient our survey and keep us focused on the Chinese rather than international art world. The style of the course will be syncretic: Materials from anthropology, art history, and history, as well as images from comics, design, photography, and, of course, painting, will be presented in a rich cultural context. Readings from the anthropology of art, on art in contemporary and traditional China, and on history will help us develop an idea of the way that artistic practices help form an art world. Students will gain a deeper understanding of the native background for the current craze for Chinese art in the West as well as the ability to discuss art worlds and relations between art worlds with different aesthetic systems. No knowledge of Chinese or Chinese history is required for this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ANTH**

Identical With: **ARHA255, CEAS165**

Prereq: **None**

ANTH249 From Metropolis to Megalopolis

What is the urban experience today? Are the old European metropolises, the global cities of New York or Tokyo, and the new megalopolises of the Global South commensurate entities? What are the theoretical and methodological challenges we face in thinking about "the urban" today, given the vastly different histories, trajectories, and physical and social realities of cities around the world? This course is an introductory and interdisciplinary survey of urban theory. We will critically examine "the city" as a transhistorical category of analysis and focus on issues of anthropological concern regarding the experience and epistemology of urbanization and urban life. No prior background in urban studies is expected, but an interest in theory is a must.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH250 Foragers to Farmers: Hunting and Gathering and the Development of Agriculture

Although almost all humans today derive their sustenance, directly or indirectly, from agriculture, but for more than 90 percent of our existence, people subsisted by hunting, gathering, fishing, and gardening. We tend to think of hunter/gatherers as living like the Dobe of the Kalahari desert in southern Africa, Australian Aborigines, or the Inuit of the Canadian Arctic. Ethnographic accounts of these and other peoples give us some insight into the hunter/gatherer way of life, but they describe populations existing in marginal environments. The foragers of the Upper Paleolithic and Mesolithic periods of human prehistory inhabited environmentally rich river valleys, lake shores, and coastal areas in temperate and tropical climates. They were characterized by high population densities, productive economies, intense material culture production, and complex regional social interaction. Initially, the course will explore this "lost" period of human existence. The second part of the course will examine the domestication of plants and animals, the environmental and other impacts of the early development of intensive farming, and the beginnings of "civilization." The archaeological methods and theories underlying our understanding of these societies and processes will also be explored.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP250**

Prereq: **None**

ANTH253 Practicum in Exhibition of East Asian Art

This course is a historical, theoretical, and practical introduction to the exhibition of East Asian art, both in the west and in China and Korea. Students will learn the history of exhibition in China and the establishment of collections of East Asian art in the United States, modes of exhibition, and current practices through readings, presentations, and practical experience with the collection at The Mansfield Freeman Center for East Asian Studies, as well as site visits to local collections and museums.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS253**

Prereq: **None**

ANTH256 Predators, Prey, Pets, and PETA: Changing Human-Animal Relationships

Animals are all around us—in homes and laboratories, farms and forests, zoos and supermarkets. We all know this. In fact, this seems so natural that the remarkable ways we incorporate animals into our lives often go unnoticed. What makes an animal a predator in one setting, prey in another? A companion to befriend or a trophy to fight over? This class explores human-animal relationships from a long-term perspective from prehistory to the present. Drawing on readings in archaeology, anthropology, psychology, biology, and other disciplines, we will examine an array of topics, including hunting, domestication, emotional attachments, taboos, scientific research and testing, and animal rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP256**

Prereq: **None**

ANTH259 Development, Disasters, and Beyond

Development is one of the most important ideas of our time—it is a powerful way of organizing the world (Third and First Worlds, or North and South) and intervening in it to bring about certain kinds of cultural, political, and economic transformations. Our purpose in this course is to critically examine the ideas, practices, institutions, and effects of development through an anthropological lens. While development is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle and a discourse of entitlement. Rather than position development as all bad or all good, this course aims to keep this messiness of development in focus and approaches it both as a project of rule and a project of rights. We will take up specific topics such as neoliberalism and structural adjustment, humanitarianism, dams, environment, and empowerment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH265 Archaeological Analysis: Introduction to Laboratory Methods

To most people, archaeology means excavation. In reality, most archaeological discovery occurs in the laboratory where detailed maps are drawn; objects are measured, classified, and counted; samples are chemically or physically analyzed; and data are statistically evaluated. Students will be introduced to laboratory methods through a project-oriented, hands-on format utilizing the collections housed in the archaeology laboratory. A major focus of the course will be on the inferential processes through which archaeologists recover and understand the past.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP265**

Prereq: **None**

ANTH267 Anthropology of Black Religions in the Americas

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period? This course will pay special attention to the yearly ritual cycle and its attendant festivals: Christmas, carnivals, Lent, Easter, saints' days, feasts, and pilgrimages,

as well as the emergent spiritual and aesthetic traditions such as Capoeira and Rara. We will study Orisha religions such as La Regla de Ocha, or Lukumi, in Cuba and the Latino U.S.; Candomble in Brazil; Vodou in Haiti; and Garifuna traditions and spiritism in Puerto Rico.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI268, AFAM387, LAST268**

Prereq: **None**

ANTH268 North America Before Columbus

Sometime before the end of the Pleistocene, people living in Siberia or along the Pacific Coast of Asia traveled east and found a hemisphere of arctic, temperate, and tropical climates uninhabited by other humans. Over the next 12,000 years or more, populations diversified into, and thrived in, a range of environments—the last great experiment in human adaptation. This course will follow that process as it unfolded across the continent of North America, from the earliest Paleoindians through 1491. Particular emphasis will be on the nature and timing of the colonization(s) of North America from Asia, the impact of environmental diversity across the continent, and the rise of complex societies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP268**

Prereq: **None**

ANTH269 Race, Incarceration, and Citizenship: The New Haven Model

This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM269, CSPL269, AMST268**

Prereq: **None**

ANTH286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice

This course explores the relationship between scholarship and activism, with a focus on intersectional queer scholarship and activism—queer left, black radical, trans, immigration, prison abolition, and sex work—in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization—past or present—of their choice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST286, FGSS286**

Prereq: **None**

ANTH290 Style and Identity in Youth Cultures

This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar United States, when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST290**

Prereq: **None**

ANTH295 Theory 1: Beyond me, Me, ME: Reflexive Anthropology

Theory 1 and Theory 2 are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them. This semester our topic will be reflexive/reflective anthropology. We chart the historical development of the field from the making of fieldwork memoirs to its current formulations in more creative ethnographies. Particular attention will be paid to the impact of the interpretive turn spearheaded by Clifford Geertz in the 1970s that advocated the blurring of different genres of writing, which became a feature in contemporary cultural anthropology. The reflexive turn that followed over a decade later demanded ethnographers turn their gaze onto the self to answer questions about the making of otherness, power relations, and representation. Researchers began to consider their position vis-à-vis their intended subjects in the making of ethnographic projects to reinvent and decolonize anthropology. This emphasis has led ethnographers (especially feminists and minorities in the discipline) to engage in more expository writing that further obscured the boundary between social science and literature, which the discipline has historically occupied and continually struggles with. In so doing, they brought particular attention especially to the contested politics in the discipline. This course explores the fundamental features and various approaches to reflexive/reflective work, its challenges and possibilities, and its fervent critics, as well as its embrace by other disciplines. Our ultimate aim is to deconstruct what is the personal and how has it been used to successfully access the social. In the end, we will put theory into practice and produce a significant piece of reflective writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

ANTH296 Theory 2: Anthropology and the Person

Theory 1 and Theory 2 are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise

topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them. This semester our topic will be anthropology and the person. Anthropology has long been haunted by the problem of the person. The classic anthropological traditions define personhood as socially/culturally constructed, which is to say that individuals receive from society/culture the concepts and values through which they understand and experience themselves as well as the outside world. Social variation in notions of personhood tended to be represented in binary terms, as a distinction between modern Western individualism and a construction attributed to "other" societies (both premodern and non-Western) of the person as a social being whose personal life is subordinated to public roles and obligations. While this binary model foregrounded potentially significant differences between societies with regard to the expression and valorization of subjectivity, it also discouraged attention to differences within societies, and its emphasis on determinism obscured questions of agency, creativity, reflexivity, power, contestation, and change. Contemporary anthropology works both with and against the binary to explore the interplay between social and individual aspects of personhood in particular sociohistorical contexts. In this course we will begin with selected works from classic anthropological traditions and then go on to review and assess various works in contemporary cultural theory and ethnographic writing that take personhood as a focus of inquiry. Among the themes and questions we will pursue are the romantic origins of the culture concept and the formation of romantic personhood; embodied knowledge, practice theory, and models of agency; personhood and gift-giving; the social boundaries of personhood; and online personhood and sociality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

ANTH297 Pure Filth: Anthropology in a World of Waste

This course examines what the world looks like from the vantage point of its diverse waste streams. Waste is all around us. A product of everyday life, of economic activity, of regimes of bodily care and hygiene, waste is an inescapable aspect of contemporary culture and a central element in the constitution of cultural difference. Taking up classic and contemporary anthropological approaches to waste, the course asks where is "away" when we throw things away? How does the production, disposal, and management of waste contribute to the construction of social differences of race, class, and gender? Waste has also captured the imagination of contemporary artists, film-makers, journalists, activists, and humanitarians, becoming the subject of Oscar-winning films and large-scale urban reforms. The course explores case stories—from the waste pickers in Rio de Janeiro and Delhi, to Food Not Bombs activists in New York, from Environmental Justice in the U.S. South, to the Pacific garbage patch, from the sewers of 19th-century London to wastelands at the edge of empires—to animate the core concepts of discard studies: disposability, pollution, body-burdens, and externalities. Through readings, films, and independent research, students will explore and learn to critically analyze the diverse and dramatic worlds of waste.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH299 Eat, Grow, Save: The Anthropology of Food and Justice

This course uses the lens of justice to examine the politics of food. We will look at the cultural and political-economic dynamics of food production and consumption, considering questions of taste, class, labor, marketing, and food sovereignty. We will also examine the environmental and social impact of food

production and the consumption choices we make, from organic, to vegan, to animal proteins, to foraging and hunting. We will use a range of texts, including ethnographies, theory, film/documentary/TV shows, creative nonfiction, fiction, cookbooks, blogs, and magazine articles.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH301 The United States in the Pacific Islands

The relationship between the United States and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was, and continues to be, primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the United States come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific as a region that was subject to imperialist development that was an extension of the continental expansion. The course will focus on the history of American influence in Hawai'i that culminated in unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and American Samoa, where questions of self-determination persist. We will also examine the Pacific as a nuclear playground for atomic bomb testing by the U.S. military and the U.S. administration of the Trust Territory of the Pacific after World War II until the self-governance of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau in the 1980s and 1990s.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST314**

Prereq: **None**

ANTH302 Critical Perspectives on the State

This course builds on Marxist, poststructuralist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS302**

Prereq: **None**

ANTH303 Ritual

Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in

the study of religion. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches of studying ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will be required to do practical fieldwork observations of rituals so that they can put these texts in dialogue with their research experience.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI307, ENVS305, SISP305**

Prereq: **None**

ANTH304 When Words Collide: Narratives of Conquest

On April 21, 1519, Hernán Cortés, 550 Spanish soldiers and sailors, and 16 horses (the first to tread on the American continent) dropped anchor near the island of San Juan de Ulúa, off the coast of Mexico. The chain of events that this arrival set into motion culminated in the conquest of Mexico and Spanish colonization of Latin America. But there are many sides to any story. Often, one is celebrated, retold, and written down--it becomes history. Intentionally or unintentionally, others are suppressed, obscured, or forgotten. In this course, we will use primary and secondary sources, including written and pictorial documents, to compare multiple sides of this particular story: Spaniards' accounts of conquests in Mexico and Guatemala and various indigenous narratives of these invasions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **LAST314**

Prereq: **None**

ANTH305 Infrastructure Matters: Power, Protest, and the Grid

This course is an anthropological exploration of infrastructure: the material grids that exist beneath society, economy, and culture. Infrastructures are the foundation upon which everyday life rests and depends; they also materialize foundational political ideals like freedom, progress, equality, and nature. Infrastructures such ports, rails, and roads embody the connections and disconnections of the globalized world. While meant to remain invisible, out of sight and out of mind, diverse infrastructures--from Michigan's corroded pipes to mega-dams on the River Nile--have become lightning rods for political protest and demands for justice, rights, and a good life. Taking an anthropological perspective, this course asks: why has infrastructure taken on vital importance to the modern nation-state? How is infrastructure implicated in the reproduction of racial, gendered, and classed identities and inequalities? What happens when infrastructures fail? Through multi-disciplinary readings and a course-long visual research project, this course challenges students to see the world beneath their feet in new ways and to trace the material connections that define and sustain modern life itself.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

ANTH306 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the

past 150 years. The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC307, FGSS307**

Prereq: **None**

ANTH307 Indigenous Politics

This seminar will feature select historical moments, geographical sites, and case studies to explore the complexities of life for indigenous peoples in the Pacific Islands and North America subject to the authority of the United States, Canada, and Mexico. The course will examine indigenous peoples' varied political status in relation to questions of sovereignty and self-determination, structures of domination and resistance, and myriad forms of indigenous agency. Readings will focus on the recognition and assertion of collective rights, treaty rights and land claims, and self-governance under independent states' and international law. Films and guest lectures will complement the required texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST307**

Prereq: **None**

ANTH308 Television Storytelling: The Conditions of Narrative Complexity

This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST316, FILM319**

Prereq: **None**

ANTH309 Anthropology of Digital Media

Networked media technologies, from the Internet to mobile phones, are reshaping many aspects of daily life, selfhood, and society. While digital and electronic media seem to make the world smaller, ostensibly facilitating global flows of capital, people, goods, and ideas, this course examines how these technologies co-constitute particular kinds of subjects, accommodating some uses and modes of living more than others. Digital platforms and services, for example, are often designed with elite, technically savvy users in mind, yet are taken up transnationally in diverse and unexpected ways. Media, like other technologies, never exist separately from social life as independent agents of change, but instead emerge through contingent histories, material realities, constellations of discourse, and unequal distributions of power. This course introduces students to the anthropology of digital media and culture, drawing on empirical, ethnographic accounts from a variety of theoretical perspectives, including feminist technology studies, actor-network theory, queer theory critiques, new materialisms, postcolonial studies, and social informatics. Topics include space and place online, media publics, new transnationalisms,

design anthropology, big data, social networks, virtuality and embodiment, the social construction of users, mobility and disability, and telecommunication infrastructures. We will consider emerging media practices in cross-cultural and transnational settings to examine the situated contexts of design and use, while asking broadly what consequences these technologies have for our social worlds. This course requires intensive reading and writing, including a final project that can be undertaken in a variety of ways, such as an original ethnographic or creative project exploring an emerging media practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST311**

Prereq: **None**

ANTH310 Ethnographic Encounters: The Americas between Darkness and the Good

Ethnography is both a primary research method and a genre of text within anthropology. As a research practice, it involves "deep hanging out" among a group of people in order to understand how they organize, make sense of, and live in the world. As a form of writing, it seeks to convey ethnographic insights to wider academic and non-academic audiences. Ethnographic texts are not mere descriptions of people's lives, however; they are deeply informed by theory, disciplinary trends, and the historical contexts within which they are produced. This course will take a critical, hands-on approach to understanding ethnographic theory and practice. Beginning with canonical texts from the early 20th century, we will track how ethnographic standards have been defined, contested, modified, and reworked over the course of a century. As such, students will gain an appreciation for the range of ethnographic modalities, from salvage and interpretive ethnography to more recent approaches that privilege critical, morally engaged, postmodern, and postcolonial perspectives. While the temporal lens of the course will be broad, spanning almost a century, the geographical focus will be limited to the continents of North and South America. Thematically, we will explore three intersecting topics that are highly relevant--but by no means exclusive--to "the Americas." They include (1) colonialism, health, and subjectivity; (2) the workings of neoliberalism; and (3) ethnography between "darkness" and "the good." The hands-on portion of the course will allow students to apply what they learn during the semester toward designing and implementing their own ethnographic research project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

ANTH311 Representing China

This course will introduce perspectives that anthropologists, ethnographers, writers, filmmakers, artists, and photographers have taken to understand contemporary social life in China. Students will learn to differentiate the strengths and weaknesses of each perspective and, at the same time, will develop their own nuanced appreciation for Chinese culture and recent Chinese history. Beginning with basic concepts of family and family relationships, we will survey gift giving and banqueting, changes in the role and status of women, education, organization of the workplace, rituals, festivals, and changes since the beginning of the reform and opening up in the early 1980s. Anthropological essays and ethnographies will be supplemented by short stories, first-person narratives, and class presentations of films, photographs, and art-works to illuminate the different ways that natives and foreigners represent Chinese culture. Lectures will provide cultural and historical context for these materials. No previous knowledge of China or Chinese is required for this class.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**
 Identical With: **CEAS311**
 Prereq: **None**

ANTH314 How to Think Like an Archaeologist

Archaeologists think about material culture, time, society, technology, art, religion, food--almost everything. They think about things from particular disciplinary perspectives. This course will introduce students to some of the theoretical and methodological approaches employed by archaeologists. In addition to archaeological case studies, discussions will draw on everyday life at Wesleyan, in Middletown, and in students' home communities for examples illustrating archaeological perspectives. For example, Wilkie's *STRUNG OUT ON ARCHAEOLOGY: AN INTRODUCTION TO ARCHAEOLOGICAL RESEARCH* explains archaeological concepts with examples drawn from her experiences at Mardi Gras. The course is designed for non-majors with no background in archaeology, but it will be sufficiently rigorous to fulfill ARCP major requirements.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-ANTH**
 Identical With: **ARCP314**
 Prereq: **None**

ANTH316 Critical Global Health

What does it mean to approach global health as not an applied science but an ethnographic object? This course will explore this question by bringing critical, social science perspectives to bear on global health issues and interventions. This course covers three areas of scholarship. First, we will examine the processes by which social inequalities produce patterns of health and disease in globalizing contexts. This will be followed by an interrogation of the term "global health," in which we will trace its emergence as a discourse and enterprise and unpack its contested meanings. While some view global health as a clinical practice, others conceptualize it as a business, security concern, charitable duty, or human right; yet another camp probes the term's ideological construction. We will consider how such vantage points are underpinned by cultural assumptions and ethical agendas that, in turn, can determine how, and to whom, care is delivered. As a third area of inquiry, we will investigate the implications and unintended effects of doing global health by probing such questions as, When are good intentions not good enough? How useful is biomedicine for alleviating locally defined problems? Under what conditions does global health exacerbate the social inequalities it seeks to overcome?

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-ANTH**
 Identical With: **SISP318**
 Prereq: **None**

ANTH317 Culture and Consumption

This seminar examines the formation, development, and contemporary forms of cultures of consumption in EuroAmerican societies and their global exportation and adaptation to diverse local situations. The course is premised on the idea that the spectacular and continuous rise of commodity consumption that began in the late 17th century is as much a cultural as an economic process, one that both shaped and was shaped by shifts in ideas about personal and social development. Once associated with negative meanings of waste, excess, and depletion, consuming, especially of clothes, domestic goods, new foods and beverages, and artistic forms, came to be seen as a critical dimension of self-fashioning and sociability. While the course situates these developments in the context of expanding markets and new modes of distribution, it will emphasize the post-purchase moments of consumption, that is, the ways in which consumers incorporate goods into their everyday lives. Among the themes we will consider are the gendering of consumption, the social dynamics of taste, commodity consumption and ideologies of authenticity, consumption and social

inequality, the consequences of consumption, and the emergence of the ethical consumer.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-ANTH**
 Prereq: **None**

ANTH318 Global Indigenities

This course focuses on theories of indigeneity in examining indigenous peoples' lives, cultural practices, resistance and activism. The term "indigenous" has had varied and contested genealogies across time, geography, political contexts, and fields of study. Although dominant societies tend to claim that indigenous peoples are either entirely extinct due to genocide or diluted due to racial and cultural mixing, indigenous refers to the wide range of relations to region and nation of the more than 370 million indigenous people who are spread across 70 countries worldwide. Some indigenous peoples define themselves by their historical continuity with precolonial and presettler societies; others by ties to territories and surrounding natural resources; others in relation to distinct social, economic, or political systems; and still others by their distinct languages, cultures, and beliefs. Attempts at the historical erasure and subsequent memorialization of indigenous peoples serve the colonial goals of refuting indigenous claims to land and rights and have been the primary means by which dominant populations asserted their own modernity while denying it to putatively "primitive" indigenous peoples. Today, nation-states continue to impose this notion of the "pre-modern" savage as a mechanism of control in their negotiations with indigenous peoples' legal status and land rights. This course will focus on a range of cases studies including indigenous peoples in North America contending with the states of Canada, the United States, and Mexico; Indigenas encompassed by select countries in South America; Aboriginal peoples in Australia, the Sami (across various countries in Scandinavia), the Ainu (Japan), the Maori (New Zealand), and Palestinians (Israel-Palestine). Topics will include indigenous peoples' struggles for autonomy and survival; self-determination and political status under international law; the UN Declaration on the Rights of Indigenous Peoples; the UN Permanent Forum on Indigenous Issues; land struggles and the protection of natural resources; cultural resurgence and revival of select traditions; and varied forms of political resistance and decolonization.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-ANTH**
 Prereq: **None**

ANTH324 Globalization and Localization in Youth Cultures

This course takes globally circulating forms of commercial youth culture (especially popular music, fashion, movies, and television) as sites for analyzing interconnected processes of cultural change and cultural continuity. Using ethnographically based studies of youth in a variety of national contexts, we will approach young people as agents who draw on locally embedded resources in consuming global cultural forms and also create new, hybridized forms of culture that have both local and global roots. In these emerging youthspheres, cultural flow is not simply from "West to Rest" but is multidirectional, as locally produced hybrid forms circulate across national boundaries and sometimes back to Western markets. In mapping such flows, we will focus on their implications for identity formation among youth. In what ways, we will ask, do young people in particular sociocultural locations use the production and/or consumption of commercial cultural forms in orienting themselves vis-à-vis global and local worlds and in imagining and pursuing possible futures? Designed primarily for anthropology majors, the course also admits students from other majors with serious interests in ethnographic youth-cultural research.

Offering: **Host**
 Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-ANTH**Identical With: **AMST321**Prereq: **ANTH101****ANTH325 Perspectives in Dance as Culture: What the Body Knows--Social Change and Revolution**

In this project-based class we will study the work of movement artists who directly address and engender social change. We will engage in methods of physical practice that focus on contemplation, transformation, physical re-orientation and social engagement. Requirements will include regular studio practice, and the development of a personal practice and personal manifesto. The final project will consist of a semester-long research project on a topic that can be characterized as a disruption or disaster. The research project will culminate in a persuasive position paper and a performative or otherwise organized social action (performance, site-specific work, installation, demonstration, or community action).

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-DANC**Identical With: **DANC377, ENV5377**Prereq: **None****ANTH326 Middletown Materials: Archaeological Analysis**

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis of a 19th-century free African American community, tied to the AME Zion Church. This site, known as the Beman Triangle, today sits on the Wesleyan campus. We will explore the history of the site through artifacts and will investigate the ties between the Beman Triangle and Wesleyan University. This is a community archaeology project; students will work with community members on the project as equal partners and will explore ways in which archaeological heritage can be shared with local residents. This will include touring visitors around the site and weekend excavations. Students will learn the basics of archaeological fieldwork through hands-on training. The first two weeks of class will be spent in introducing the site. The next four weeks will be spent undertaking excavation, including three Saturday excavation days. We will then spend the remainder of the semester cataloging and interpreting this material, while also learning more about similar archaeological sites. The class may include a trip to the UMass Boston Fiske Center for Archaeological Research.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ARCP**Identical With: **ARCP325, AFAM316**Prereq: **None****ANTH335 Radio Production and the Politics of Independent Media**

This course will focus on radio production and the politics of independent media. With a focus on noncommercial radio, specifically community and college radio, class members will learn about the rise and fall of independent media in the United States as a political project, the continued importance of noncommercial radio, and the prospects for recuperating radio production as an alternative news medium in the service of civic engagement. Students will learn the techniques of radio production to create a research-based podcast. This course will entail collaborative work as well as interface with radio station WESU.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-AMST**Identical With: **AMST335**Prereq: **None****ANTH349 The Human Skeleton**

The human skeleton is a window into our past, providing the framework for biographies of individual lives and narratives about the evolution of our species. Through lectures and hands-on laboratory sessions, students will learn the complete anatomy of the human skeleton, with an emphasis on functional and evolutionary perspectives. We will also explore the applications of human osteology in forensic anthropology and bioarchaeology. By the conclusion of the course, students will be able to conduct basic skeletal analysis and will be prepared for more advanced studies of the skeleton in medical, forensic, archaeological, and evolutionary contexts.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Prereq: **None****ANTH361 Television Storytelling: Consuming Darkness**

This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling, on the one hand, and for viewer practices and subjectivities, on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the downbeat tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and sociocultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-FILM**Identical With: **CHUM362, FILM362, AMST362**Prereq: **None****ANTH372 Archaeology of Death**

The material culture and biological remains associated with death represent a major component of the archaeological record. Funerary assemblages can provide information about, for example, ritual practices, beliefs, social organization, the division of labor, diet, and health. Tombs and monuments are important elements of sacred landscapes. The course will examine how archaeologists and biological anthropologists investigate and analyze mortuary facilities, grave goods, skeletal remains, and sacred landscapes to make inferences about the past.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Identical With: **ARCP372**Prereq: **None****ANTH373 Field Methods in Archaeology**

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community

of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP373, AFAM327, AMST258**

Prereq: **None**

ANTH395 The Anthropology of Religion

What do we study when we study religion? We can observe practices, record speech, examine objects and actions—but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI395**

Prereq: **None**

ANTH398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

This advanced seminar brings together queer theory with cultural anthropology to ask, Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed—some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstracted critique rather than social explication. Yet even as anthropologists problematize queer theory's assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated new questions and approaches in the anthropology of sexuality—just as anthropology's interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies. This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **FGSS398, AMST398**

Prereq: **None**

ANTH399 Rereading Gendered Agency: Black Women's Experience of Slavery

Slavery systematically influenced both the production and reproduction of race, class, and gendered identities. Black women's individual and collective response to that peculiar institution and its attempts at dehumanization and destruction highlights the impact of gender, race/color, and class on the making of different yet complex patterns of opposition and resistance. This course considers interdisciplinary research techniques and analytical approaches to unpack various forms of gendered agency. The ultimate aim is to reread black women's experiences of enslavement, particularly as these relate to conscious struggles to carve out a sense of personhood to allow for exploration of creative gender-specific responses to the cultural dynamics of power. This course includes a performance component.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **FGSS399**

Prereq: **None**

ANTH400 Cultural Analysis: Senior Capstone Seminar

This seminar is required for all senior sociocultural anthropology majors who intend to write honors theses and is very strongly recommended for those writing senior essays. It is designed to enable students to pursue individual research projects in a group context and with attention to debates on the nature of anthropological interpretation. Each student gives a series of presentations on her or his own research project to the group; equally important is engaging with and offering constructive criticism of the projects presented by others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH296 OR ANTH295**

ANTH401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ANTH404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ANTH407 Senior Tutorial (downgrade thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ANTH408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ANTH409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ANTH420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ANTH465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ANTH466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ANTH467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ANTH468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **Cr/U**

ANTH469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ANTH470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

ANTH491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ANTH492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ANTH496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ANTH502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ANTH511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ANTH561 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **OPT**

ANTH562 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **OPT**

ANTH589 Advanced Research, BA/MA

Intensive investigation of special research problems leading to a BA/MA thesis.

Offering: **Host**

Grading: **A-F**

ANTH590 Advanced Research, BA/MA

Intensive investigation of special research problems leading to a BA/MA thesis.

Offering: **Host**

Grading: **A-F**

ANTH591 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**
Grading: **OPT**

ANTH592 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**
Grading: **OPT**

ARABIC (ARAB)

ARAB101 Elementary Arabic I

This course is a first-year elementary I course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic letters and their sounds, write and create basic words and sentences, and be able to converse basic dialogues comfortably in the target language. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.

Offering: **Host**
Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-LANG**

Prereq: **None**

ARAB102 Elementary Arabic II

This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.

Offering: **Host**
Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-LANG**

Prereq: **ARAB101**

ARAB201 Intermediate Arabic I

This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will continue to be familiarized with aspects of contemporary life and culture in the Arab world. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.

Offering: **Host**
Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **ARAB101 AND ARAB102**

ARAB202 Intermediate Arabic II

This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading,

writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom. The class will be conducted primarily in Arabic.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **ARAB101 AND (ARAB102 OR ARAB201)**

ARAB301 Advanced Arabic I

This first semester of third-year Arabic will continue to emphasize the four skills in language learning: reading, writing, speaking, and listening. In addition to the Kalila Wa Dimna fables, students will also read children's stories, literature, and media articles from the Arab world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **None**

ARAB311 Introduction to Colloquial Levantine Arabic I

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect is derived from standard Arabic, this course will help build students' knowledge of basic Arabic vocabulary.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **ARAB201**

ARAB401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARAB402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCHAEOLOGY (ARCP)

ARCP112 Talking Trash

Every day, we make conscious and unconscious decisions that define what we consider clean or dirty, good or bad, valuable or expendable. As the familiar saying goes, "one man's trash is another man's treasure." At an individual and

societal level, our ways of wasting affect both the world we inhabit and our place within it. This course draws on readings in archaeology, anthropology, history, psychology, material culture studies, and environmental science to explore one of humanity's most prodigious products and greatest legacies: trash. We will study conceptions of waste from different times, places, and perspectives, as well as the impact of refuse on our everyday behavior, systems of ethics and meaning, and interactions with the environment.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH112**

Prereq: **None**

ARCP153 Single Combat in the Ancient World

This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV153**

Prereq: **None**

ARCP201 Art and Archaeology of the Bronze Age Mediterranean

This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV201, ARHA202**

Prereq: **None**

ARCP202 Paleoanthropology: The Study of Human Evolution

Paleoanthropology is the study of human origins, of how we evolved from our apelike ancestors into our modern form with our modern capabilities. Drawing on both biological anthropology (the study of fossils, living primates, anatomy, genetics, and human variation) and archaeology (the study of material culture, such as tools, art, food remains), this course will examine what we know about our own evolutionary past and how we know it. The history of paleoanthropology--how our views of our past have changed--will also be explored. The course will include hands-on laboratory sessions utilizing fossil casts, stone tools, and other materials from the archaeology and anthropology collections.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH202**

Prereq: **None**

ARCP204 Approaches to Archaeology

Archaeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ANTH204, ARHA201, CCIV204**

Prereq: **None**

ARCP209 Tradition & Testimony: Protecting Native American Sacred Lands, Ancestral Remains, & Cultural Items

This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH209**

Prereq: **None**

ARCP214 Survey of Greek Archaeology

This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV214, ARHA203**

Prereq: **None**

ARCP215 The Art and Archaeology of Anglo-Saxon England, 400--1100

This course will consider the art, architecture, and archaeology of the British Isles from the withdrawal of the Roman legions in the fifth century to the end of the reign of Henry II in the 12th century. It will draw on material from church history to help understand the transition from paganism to Christianity and the struggle between Celtic and Roman Catholicism. It will draw on material from history and archaeology to help understand the complex relations between the waves of invading Saxons and the native English in the early medieval period, the Vikings in the late 9th and 10th centuries and the Norman invasion in 1066. Finally, the

course will focus on the development of towns and on the place and role of both royal commissions and parish architecture in the life of those towns.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA215, MDST209**

Prereq: **None**

ARCP223 Survey of Roman Archaeology and Art

This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CCIV223, ARHA207**

Prereq: **None**

ARCP234 Art and Society in Ancient Pompeii

This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV234, ARHA225**

Prereq: **None**

ARCP244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt

This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV244, ARHA219**

Prereq: **None**

ARCP250 Foragers to Farmers: Hunting and Gathering and the Development of Agriculture

Although almost all humans today derive their sustenance, directly or indirectly, from agriculture, but for more than 90 percent of our existence, people subsisted by hunting, gathering, fishing, and gardening. We tend to think of hunter/gatherers as living like the Dobe of the Kalahari desert in southern Africa, Australian Aborigines, or the Inuit of the Canadian Arctic. Ethnographic accounts

of these and other peoples give us some insight into the hunter/gatherer way of life, but they describe populations existing in marginal environments. The foragers of the Upper Paleolithic and Mesolithic periods of human prehistory inhabited environmentally rich river valleys, lake shores, and coastal areas in temperate and tropical climates. They were characterized by high population densities, productive economies, intense material culture production, and complex regional social interaction. Initially, the course will explore this "lost" period of human existence. The second part of the course will examine the domestication of plants and animals, the environmental and other impacts of the early development of intensive farming, and the beginnings of "civilization." The archaeological methods and theories underlying our understanding of these societies and processes will also be explored.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH250**

Prereq: **None**

ARCP253 Ancient Rome: From Hut Village to Imperial Capital

This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome's principal monuments, and analysis of modern archaeological and sociological studies. It should be of interest to students from a variety of disciplines including history, art, architecture, social studies, religion, and archaeology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS, HA-CLAS**

Identical With: **CCIV250, ARHA250**

Prereq: **None**

ARCP256 Predators, Prey, Pets, and PETA: Changing Human-Animal Relationships

Animals are all around us—in homes and laboratories, farms and forests, zoos and supermarkets. We all know this. In fact, this seems so natural that the remarkable ways we incorporate animals into our lives often go unnoticed. What makes an animal a predator in one setting, prey in another? A companion to befriend or a trophy to fight over? This class explores human-animal relationships from a long-term perspective from prehistory to the present. Drawing on readings in archaeology, anthropology, psychology, biology, and other disciplines, we will examine an array of topics, including hunting, domestication, emotional attachments, taboos, scientific research and testing, and animal rights.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH256**

Prereq: **None**

ARCP265 Archaeological Analysis: Introduction to Laboratory Methods

To most people, archaeology means excavation. In reality, most archaeological discovery occurs in the laboratory where detailed maps are drawn; objects are measured, classified, and counted; samples are chemically or physically analyzed; and data are statistically evaluated. Students will be introduced to laboratory methods through a project-oriented, hands-on format utilizing the collections housed in the archaeology laboratory. A major focus of the course will be on the inferential processes through which archaeologists recover and understand the past.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH265**

Prereq: **None**

ARCP267 Museum Collections: Ethical Considerations and Practical Applications

Serving as a broad overview to the practice of museology, this course introduces students to theories supporting the foundation of museums and the stewardship efforts found within collections. Topics covered will include the origins of museums and collecting, and philosophies behind historic and current museum policies. Ethical considerations surrounding highly publicized issues such as looted artifacts, repatriation, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of creating and sustaining collections, preservation of objects, and interpretation and exhibition development.

Although topics covered in this course will apply to a variety of museums, the general focus will be on anthropology and archaeology collections. Readings and class discussions will be supplemented with hands-on activities using the Wesleyan University archaeology and anthropology collections.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Prereq: **None**

ARCP268 North America Before Columbus

Sometime before the end of the Pleistocene, people living in Siberia or along the Pacific Coast of Asia traveled east and found a hemisphere of arctic, temperate, and tropical climates uninhabited by other humans. Over the next 12,000 years or more, populations diversified into, and thrived in, a range of environments--the last great experiment in human adaptation. This course will follow that process as it unfolded across the continent of North America, from the earliest Paleoindians through 1491. Particular emphasis will be on the nature and timing of the colonization(s) of North America from Asia, the impact of environmental diversity across the continent, and the rise of complex societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH268**

Prereq: **None**

ARCP274 Water's Past--Water's Future: A History and Archaeology of Water Use and Management

Our world uses water as if this life-giving resource had no limits and does so in the face of mounting scientific evidence that our planet is facing a long period of water shortage. This course will look critically at the ways in which people have used and managed water in the past, from the ancient world up to the Industrial Revolution, with the aim of assessing the relationship of past uses of water to present and future ones. Beginning with irrigation agriculture, we will consider ways in which water has been used for food production, for generating power, for hygiene, for recreation, and for symbolic purposes. We will also consider water use technologically by looking at hydraulic infrastructures (aqueducts, canals, cisterns, dams, fountains, and sewers) in relation to water use and control and its impact on the environment. Finally, we will consider streams, rivers, and lakes as natural components incorporated into man-made water systems as well as matters of drainage and flood control.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS274, ARHA274**

Prereq: **None**

ARCP285 Off with its Pedestal! The Greek Vase as Art and Artifact

This course explores the dual role of the Greek vase--as objet d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV283, ARHA204**

Prereq: **None**

ARCP290 Unearthing Early China: Art and Archaeology

This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS290, ARHA281**

Prereq: **None**

ARCP292 Archaeology of Food, Trade, and Power in South India

This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA292, ENVS292**

Prereq: **None**

ARCP304 Medieval Archaeology

This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA218, MDST304, CCIV304**

Prereq: **None**

ARCP314 How to Think Like an Archaeologist

Archaeologists think about material culture, time, society, technology, art, religion, food--almost everything. They think about things from particular disciplinary perspectives. This course will introduce students to some of the theoretical and methodological approaches employed by archaeologists. In addition to archaeological case studies, discussions will draw on everyday life at Wesleyan, in Middletown, and in students' home communities for examples illustrating archaeological perspectives. For example, Wilkie's *STRUNG OUT ON ARCHAEOLOGY: AN INTRODUCTION TO ARCHAEOLOGICAL RESEARCH* explains archaeological concepts with examples drawn from her experiences at Mardi Gras. The course is designed for non-majors with no background in archaeology, but it will be sufficiently rigorous to fulfill ARCP major requirements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH314**

Prereq: **None**

ARCP325 Middletown Materials: Archaeological Analysis

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis of a 19th-century free African American community, tied to the AME Zion Church. This site, known as the Beman Triangle, today sits on the Wesleyan campus. We will explore the history of the site through artifacts and will investigate the ties between the Beman Triangle and Wesleyan University. This is a community archaeology project; students will work with community members on the project as equal partners and will explore ways in which archaeological heritage can be shared with local residents. This will include touring visitors around the site and weekend excavations. Students will learn the basics of archaeological fieldwork through hands-on training. The first two weeks of class will be spent in introducing the site. The next four weeks will be spent undertaking excavation, including three Saturday excavation days. We will then spend the remainder of the semester cataloging and interpreting this material, while also learning more about similar archaeological sites. The class may include a trip to the UMass Boston Fiske Center for Archaeological Research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **AFAM316, ANTH326**

Prereq: **None**

ARCP328 Roman Urban Life

What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and

literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups, and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV328, HIST249**

Prereq: **None**

ARCP329 Roman Villa Life

This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV329**

Prereq: **None**

ARCP341 Visualizing the Classical

This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer. The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities. This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV341, ARHA205**

Prereq: **None**

ARCP372 Archaeology of Death

The material culture and biological remains associated with death represent a major component of the archaeological record. Funerary assemblages can provide information about, for example, ritual practices, beliefs, social organization, the division of labor, diet, and health. Tombs and monuments are important elements of sacred landscapes. The course will examine how archaeologists and biological anthropologists investigate and analyze mortuary facilities, grave goods, skeletal remains, and sacred landscapes to make inferences about the past.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH372**

Prereq: **None**

ARCP373 Field Methods in Archaeology

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ANTH373, AFAM327, AMST258**

Prereq: **None**

ARCP380 Relic and Image: The Archaeology and Social History of Indian Buddhism

This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (1st--3rd century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodhi Gaya (site of the Buddha's enlightenment), the city of

Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA381, CEAS381, RELI375**

Prereq: **None**

ARCP383 Grounding the Past: Monument, Site, and Memory

The peculiar power of monuments and cultural sites arises from their status as tangible objects and places that simultaneously belong to both past and present. Because of their ability to collapse time and make the past present, these types of objects often function as sites of memory providing the foci around which social memory condenses and histories are constructed. This course explores the varied links among monuments, cultural sites, and collective memory through consideration of both theoretical writings and a number of specific cases from South Asia and other parts of the world. Among the themes to be discussed are the typology of mnemonic modes and the role of the body and place in structuring memory; the nature of collective memory and the role of objects and places in its mediation; the nature of commemorative monuments and relics; spatial devices for organizing memory; the concept of cultural property and the social practices surrounding its preservation and destruction; and the politics of contested sites.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA383**

Prereq: **None**

ARCP401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCP402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCP403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARCP404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARCP407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARCP408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARCP409 Senior Thesis Tutorial

Offering: **Host**

Grading: **OPT**

ARCP410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCP411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCP412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARCP466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **Cr/U**

ARCP491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **A-F**

ARCP492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **A-F**

ART HISTORY (ARHA)

ARHA110 Introduction to Western Art: Renaissance to Modern

This course surveys the development of Western art from the Renaissance through the modern period. We will examine art's changing status within specific social and artistic contexts: from the Church and court of the Renaissance, through the formation of art academies in the late 16th century, to the development of an increasingly individualized artistic practice that led to the formation of an avant-garde. Classes will be organized chronologically and touch upon the following themes and ideas: politics, religion, and patronage; perception and experience; artistic identity and originality; relationships between artistic media; and the rise of a public sphere for art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA126 El Greco to Picasso: Modern Art's Passion for Golden Age Spain

This course examines the life and afterlife of the Spanish artists of the Golden Age, whose achievements reached unprecedented heights in the 17th century. Centuries later, their works took on new roles as artists of other times and cultures found their own inspiration in works of the past: Manet copied Velázquez, Picasso copied El Greco, and (famously on "Project Runway") Christian Soriano copied Murillo. What allowed these complex works to resonate so strongly in another era? Is such influence automatically a sign of success? And why have the works of Francisco Goya inspired more filmmakers than any other artist? Students will be introduced to the reading of visual art for stylistic,

historical, and political content and develop a critical understanding of art and society in Golden Age Spain, as well as insights into the role of art as a cultural currency.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST126**

Prereq: **None**

ARHA127 Venice and the Renaissance

Venice—a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity—produced some of the most spectacular works of Renaissance art and architecture. This introductory-level course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world. The course also introduces students to key issues and methods of art history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA135 Medicine and Art: Viewing the Medieval Body

How did artists understand the body in the later Middle Ages, and how did this help to shape medical, spiritual, and philosophical views of what it meant to be human? What role did art play in the dissemination of scientific knowledge and religious thought, and were these views necessarily in conflict? This course will explore pre-modern depictions of the human body in works of art, scientific treatises, and visual ephemera produced and circulated in the pre-modern period (1150–1550). Topics to be addressed include the visual culture of life, death, and the afterlife; abnormal bodies: saints and monsters; the role of art in illness and healing; and medieval robotics and artificial bodies. Case studies will be drawn from European and Islamic works of art.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST135**

Prereq: **None**

ARHA140 Van Gogh and the Myth of Genius

This seminar will investigate in depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-making—both in his time and today—in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886–1890.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA148 Frank Lloyd Wright: Myth and Fact

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life as an artist and in the history of modern architecture of which Wright's work was a part and to which it contributed. The seminar also considers the relationship of Wright's achievements to the social, economic, technical, and ideological history of the United States from the late-19th through the mid-20th century. A major focus will be critical reading of Wright's own statements about his life and work, in relation to other sources, later accounts, and his buildings and unbuilt projects themselves. Wright's residential and public architecture will be considered, as will his designs for landscapes, urbanism, and the decorative arts. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST148**

Prereq: **None**

ARHA151 European Architecture to 1750

This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST151**

Prereq: **None**

ARHA170 Postmodernism and the Long 1980s

This introductory immersion in the practice of art history offers an opportunity to gain expertise in visual analysis and historical interpretation through a guided investigation of art and critical theory in the United States during the 1980s. The central debates of this tumultuous decade--still very much with us today--brought the contested paradigm of postmodernism to a fever pitch. Two key exhibitions provide bookends: in "Pictures" (1977), techniques of appropriation diagnosed a new kind of slippage between reality and representation; in 1993's "Whitney Biennial," the period's sustained engagement with gender, sexuality, race, and the relationship between art and politics achieved decisive (and controversial) visibility. Between these poles, artists turned to the street, navigated the "ends" of painting, and invented new forms to confront an increasingly image-soaked media-public sphere. The course attends to the strategies of photoconceptualism, painting, sculpture, video, and site-specificity by which artists intervened in a polarizing historical moment that saw the expansion of neoliberal economics and political conservatism, a sharpened divide between rich and poor, the AIDS crisis, and the geopolitical realignments of the late Cold War.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST170**

Prereq: **None**

ARHA172 Memory Image: Introduction to Art (As) History

One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Others engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST172**

Prereq: **None**

ARHA181 Mughal India: Introduction to the Practice of Art History

Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the premodern world. During the two centuries of their effective rule over most of the Indian subcontinent, the Mughal emperors and their subordinates were prolific patrons of the arts, overseeing the production of lavishly illustrated books and picture albums and commissioning such architectural masterpieces as the Taj Mahal. This course offers an introduction not only to the art and culture of Mughal India but also to the practice of art history itself, through a sequence of six thematic units exploring and applying different methods that are central to the discipline. Each unit begins with critical reading and discussion of one or two key theoretical or methodological statements, then continues through application to case studies drawn from Mughal India. The units include (1) techniques of visual description and formal analysis, (2) the concept of style and stylistic analysis, (3) the analysis of meaning in visual images (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with structured experience in some of the various modes of art historical writing. The course is appropriate as an introduction both to art history and to Mughal art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA182 Understanding the Arts of Imperial China: Content and Methods

With its long history and diverse culture, Imperial China was known for its rich and complex traditions in art. From the magnificent terracotta warriors and splendid court paintings to delicate blue-and-white porcelain, these artworks not only testify to the complexity of the society that produced them, they also suggest visual principles and ideological premises by which they can be understood. This course offers an introduction to the important roles that art played in the society of Imperial China and discusses their visual principles and ideological premises so we can comprehend the artworks themselves. By

examining three large groups of artworks from Imperial China--ritual objects and monuments from the early periods, courtly paintings and calligraphy from the middle periods, and commercial goods of factory art from the late imperial periods--we will look at the relationship of form and content, the materiality of artworks, questions of the artist's agency, and the context in which artworks were produced, transmitted, and consumed. The goal of this course is to encourage interest in the arts and culture of Imperial China as well as basic issues in the field of art history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS166**

Prereq: **None**

ARHA201 Approaches to Archaeology

Archaeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP204, ANTH204, CCIV204**

Prereq: **None**

ARHA202 Art and Archaeology of the Bronze Age Mediterranean

This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV201, ARCP201**

Prereq: **None**

ARHA203 Survey of Greek Archaeology

This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV214, ARCP214**

Prereq: **None**

ARHA204 Off with its Pedestal! The Greek Vase as Art and Artifact

This course explores the dual role of the Greek vase--as objet d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV283, ARCP285**

Prereq: **None**

ARHA205 Visualizing the Classical

This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen--through landscape, sound, light, functionality/monumentality, and spatial relationships--shaped the experience of the ancient viewer. The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities. This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV341, ARCP341**

Prereq: **None**

ARHA207 Survey of Roman Archaeology and Art

This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CCIV223, ARCP223**

Prereq: **None**

ARHA209 Van Eyck to Velazquez: A New Look at Old Masters

This course investigates the art of Northern European and Iberian art in the early modern period (1400--1700). Artists thrived in the lands outside of Italy as art markets expanded, new genres arose to appeal to diversified audiences, and changes in religious belief and practices invigorated the market for devotional art. The establishment of overseas empires brought wealth and exotic goods to the continent while exposing artists to new ideas and new ways of picturing the world. Add to this technical innovations such as the development of oil painting and introduction of canvas supports, and the stage was set for the emergence of the great masters whose works we will encounter in this course--including Rogier van der Weyden, Jan van Eyck, Pedro Berruguete, Hieronymus Bosch, Albrecht Dürer, Pieter Bruegel, Rembrandt van Rijn, Diego Velázquez, Johannes Vermeer, and Francisco Zurbarán.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST213**

Prereq: **None**

ARHA211 Early Medieval Art: Judaism, Christianity, and Islam in the Mediterranean, 300--1100

This course explores the art and culture of the Mediterranean region from late antiquity through the 11th century. Case studies of four dynamic cities--Islamic Córdoba, Byzantine Istanbul, Christian Ravenna, and multifaith Jerusalem--will guide our understanding of this pivotal period. Attention will be given to balance between secular and sacred art and architecture, debates over figural and nonfigural imagery, and relations between majority and minority cultures around the Mediterranean basin. Topics for discussion include iconoclasm and the triumph of the image, imperial ambitions and the shaping of the landscape, and the circulation of luxury goods as a tool of cultural transformation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST231**

Prereq: **None**

ARHA212 Lost Renaissances: Art & Architecture of Medieval Italy and the Mediterranean

This course traces the multiple though now largely forgotten renaissances, or flourishes of cultural and artistic activity fueled largely by the recuperation of the classical past, in Medieval Italy and across the Mediterranean world. We will examine works of art and architecture of Italian centers including Rome, Sicily, Venice, Pisa, Padua, Siena, and Florence. With an emphasis on the art of intercultural relations in the medieval Mediterranean, we will explore and discuss how the intensive interactions of Roman (pre-Christian), Islamic, and Christian communities during the medieval period, ca. 300--1300, were essentially shaped by works of art. Together, we will debate the relevancy of present-day ideas in art and politics for understanding past cultures (and vice versa), witness an Islamic caliph's gift of an elephant to a Christian king (and consider how "gifts" could also be "art"), discover the art of hydromancy (water magic), and uncover how a French king in Sicily employed Islamic artists to decorate his pleasure palace. This course explores what the great Spanish historian Americo Castro referred to as "convivencia," the co-existence of medieval cultures, as recorded in intercultural objects of luxury, piety, and beauty. Other themes explored in the course include cultural continuity, the omnipresence of the classical Roman/pagan culture in the Christian empire, the power and use associated with art objects, and the sometimes surprising role of women in the medieval Mediterranean.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST217**

Prereq: **None**

ARHA213 Monastic Utopias: Architecture and Monastic Life to the 13th Century

This course examines the architecture and artistic production of the Western monastic tradition from its beginning to the end of the Middle Ages. Special emphasis will fall on the great reform period (ca. 950--1250), as well as on topics as monastic life, ritual, and industry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST233**

Prereq: **None**

ARHA214 The Art and Architecture of Medieval Pilgrimage, 1100-1500

This course introduces students to the art and architecture of the later Middle Ages in Europe and the Mediterranean region as experienced by the travelers who traversed the great pilgrimage routes that crisscrossed the continent, from Canterbury to Compostela, Rome, and Jerusalem. Pilgrimage dramatically shaped the medieval landscape, leaving indelible marks on the natural and built environment. From great cathedrals to humble shrines, luxury goods to cheap souvenirs, lavish illuminated manuscripts to rough traveler's guides, the visual culture of medieval pilgrimage will be explored from a variety of perspectives and placed into an appropriate social, cultural, and historical context. Comparative discussions of pilgrimage in Judaism, Islam, and secular culture will feature alongside the cultural traditions of European Christianity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST216**

Prereq: **None**

ARHA215 The Art and Archaeology of Anglo-Saxon England, 400--1100

This course will consider the art, architecture, and archaeology of the British Isles from the withdrawal of the Roman legions in the fifth century to the end of the reign of Henry II in the 12th century. It will draw on material from church history to help understand the transition from paganism to Christianity and the struggle between Celtic and Roman Catholicism. It will draw on material from history and archaeology to help understand the complex relations between the waves of invading Saxons and the native English in the early medieval period, the Vikings in the late 9th and 10th centuries and the Norman invasion in 1066. Finally, the course will focus on the development of towns and on the place and role of both royal commissions and parish architecture in the life of those towns.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST209, ARCP215**

Prereq: **None**

ARHA216 The Gothic Cathedral

Beginning with a short survey of monuments of the Romanesque period (ca. 950--1100), this course will study the continuities and changes in the forms, meanings, and contexts of religious and secular buildings during the Gothic period (ca. 1125--1350). While primary emphasis will be given to architecture in relation to function and meaning, consideration will also be given to sculpture, painting, and the so-called minor arts.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ART**
 Identical With: **MDST239**
 Prereq: **None**

ARHA218 Medieval Archaeology

This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST304, CCIV304, ARCP304**

Prereq: **None**

ARHA219 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt

This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV244, ARCP244**

Prereq: **None**

ARHA221 Early Renaissance Art and Architecture in Italy

This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini, Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics. Museum trip(s) will expose students to original works of art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST222**

Prereq: **None**

ARHA224 Italian Art and Architecture of the 16th Century

In addition to key monuments of 16th-century Italian art and architecture, this course seeks to introduce students to some of the most important figures of the period: artists and architects--such as Leonardo, Raphael, Bronzino, Michelangelo, Titian, and Palladio; their princely and ecclesiastical patrons--such as Cosimo I de' Medici and Julius II; and their critics and biographers--such as Dolce and Vasari. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual

and religious trends, such as the Counter Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA225 Art and Society in Ancient Pompeii

This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV234, ARCP234**

Prereq: **None**

ARHA233 Art and Culture of the Italian Baroque

This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia, Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA239 From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness

Many Jews, Christians, and Muslims view Jerusalem as a "sacred" place. But what does this mean? How does a place--or an object or person--become sacred, holy, revered? Is Ground Zero sacred? If so, how do we compare the destruction of an office building that makes part of Manhattan sacred and Native American efforts to protect venerated sites from "development" that they describe as "desecration"? When does a stone sculpture become an embodiment of a Hindu deity? Using examples such as Jewish, Christian, and Muslim views of Jerusalem, Lakota Sioux recognition of revered places and wicasa wakan (medicine men), and Hindu engagements with divine images, this seminar will explore these questions through readings and site visits to a temple, mosque, and church. This course is made possible by a grant from the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in this seminar do not necessarily reflect those of the National Endowment for the Humanities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI291**

Prereq: **None**

ARHA240 Modernism and Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the preeminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and postimpressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the significance of the decorative to painting at the end of the century; and the relationship between art's embrace of privacy, domesticity, and intimacy at the end of the century and France's revolutionary legacy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **FIST240, COL240**

Prereq: **None**

ARHA241 Introduction to European Avant-Garde, 1880--1940

This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **FIST241, GRST241, COL230**

Prereq: **None**

ARHA244 European Architecture and Urbanism, 1750-1910

This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **FIST244**

Prereq: **None**

ARHA246 American Architecture and Urbanism, 1770--1914

This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities, especially Boston, New York, Philadelphia, Washington, D.C., Chicago, Los Angeles, and San Francisco. The course considers houses for different sites and social classes, government buildings, churches and synagogues, colleges, and commercial architecture of different kinds includes the origins of the skyscraper. Urban environments include cemeteries, public parks, streets, and civic centers. Movements include neoclassicism, the Gothic and Romanesque revivals, the Chicago School, the Arts and Crafts movement, and the City Beautiful movement. Major figures studied include Thomas Jefferson, Benjamin Latrobe, Frederick Law Olmsted, Frank Furness, Henry Hobson Richardson, Louis Sullivan, the early work of Frank Lloyd Wright, Greene and Greene, Bernard Maybeck, Julia Morgan, and McKim, Mead and White.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST232**

Prereq: **None**

ARHA249 Public Freehold": Collective Strategies and the Commons in Art Since 1960

Art since 1960 has forged a contradictory alliance between the legal field of intellectual property and the expanded tradition of poststructural thought. Taking its title from conceptual artist Lawrence Weiner, this course navigates this contradiction via four units, each corresponding to a specific artistic strategy: appropriation, scoring, collaboration, and participation. Testing the limits of the signable, saleable, and stealable, such techniques have thrown traditional concepts of originality and possessive individualism into arrears while giving rise, quite paradoxically, to some of the most celebrated careers and widely reported lawsuits involving allegations of creative property theft. Do such maneuvers amount to specious self-aggrandizement? Or do they indicate a renewed search to locate, foment, and protect sources of creative invention? The ever-expanding horizon of collaborative media access and increased pressures to enclose this new electronic commons have made such questions all the more urgent today. Artists considered include Claire Fontaine, General Idea, Pierre Huyghe, Juliana Huxtable, Sherrie Levine, Tino Sehgal, Sturtevant, Hito Steyerl, Andy Warhol, and Lawrence Weiner.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM224**

Prereq: **None**

ARHA250 Ancient Rome: From Hut Village to Imperial Capital

This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome's principal monuments, and analysis of modern archaeological and sociological studies. It should be of interest to students from

a variety of disciplines including history, art, architecture, social studies, religion, and archaeology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS, HA-CLAS**

Identical With: **CCIV250, ARCP253**

Prereq: **None**

ARHA251 Artists Design Exhibitions

The exhibition form holds promise as an occasion for what art historian Thomas Crow describes, in reference to the salon of 18th-century revolutionary France, as "manifestations of antagonism." The exhibition is or can be a site of the public sphere, of collective encounter, debate, and opposition. The continued interest of this history for contemporary art is clear in the work of a variety of artists that approach the exhibition as an aesthetic form in its own right (from the Rosario Group to Julie Ault to Mark Leckey). Focusing on key works since the 1960s, with an eye to historical examples (e.g., Marcel Duchamp, El Lissitzky), this course situates the exhibition form relative to installation art, institutional critique, and the implications for class and the production of value of a new "curatorial condition" in the larger culture (where data specialists now curate information, an artisan cheese shop curates its merchandise, and anyone with a social media account curates a presentation of self).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA252 Contemporary Art Since 1980

This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the past 35 years. This period gave rise to a remarkable range of historical transformations: a post-Communist Europe; an economically prominent China; the AIDS crisis and queer activism; increasingly molecular degrees of technological and visual mediation in everyday life; the consolidation of a globalized network of travel, communication, and capital; climate change; and a seemingly perpetual "war on terror," to name only a few. This course attends to the changing vocabulary of approaches by which artists both intervened in these conditions and positioned their work in relation to a longer view of the history of art. Rather than a strictly chronological survey, the course attends to specific theoretical frameworks (e.g., postcolonial, feminist, antiracist, poststructural) and formal techniques (e.g., installation, video projection, social practice, public intervention) that fuel current practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST287**

Prereq: **None**

ARHA253 Art After 1945

This course examines artistic production in the United States between 1945 and 1980. Artists in this period attempted to respond to the "caesura of civilization" brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and '70s. Practices linked to the early 20th-century avant-garde (such as abstraction, the ready-made, Dada, and surrealism) echoed in these years as attention shifted from the canvas and studio to greatly expanded contexts of reception and public experience. The boundaries of the art object transformed, in turn, as artists developed new forms and new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, pop art, minimalism, process art, conceptual art, performance, and site specificity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AMST249**

Prereq: **None**

ARHA254 Architecture of the 20th Century

The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ENV5254**

Prereq: **None**

ARHA255 Anthropology of Contemporary Chinese Art

This course will survey the contemporary Chinese art world from an anthropological perspective. It puts the accent back on China to survey the course of modernization in an ancient art tradition. Beginning in 1930, Chinese artists developed new forms of artistic practice, organization, and expression in a process of creative diversification that leads directly to the profusion of styles and expressions we see today. We will examine the historical and cultural impetus for modernization in the Chinese art world: the complicated initial engagements with Western art; the effects of politicization of the art world under the Chinese Communist Party (CCP); the spirited and complex development of visual art during the reform period; and, finally, the effects of Chinese artists' gradual entry into the international art world. Our focus on Chinese concerns including painting from life, figure drawing, line vs. chiaroscuro, realism, folk arts, and the importance of heritage will orient our survey and keep us focused on the Chinese rather than international art world. The style of the course will be syncretic: Materials from anthropology, art history, and history, as well as images from comics, design, photography, and, of course, painting, will be presented in a rich cultural context. Readings from the anthropology of art, on art in contemporary and traditional China, and on history will help us develop an idea of the way that artistic practices help form an art world. Students will gain a deeper understanding of the native background for the current craze for Chinese art in the West as well as the ability to discuss art worlds and relations between art worlds with different aesthetic systems. No knowledge of Chinese or Chinese history is required for this course.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ANTH**

Identical With: **ANTH245, CEAS165**

Prereq: **None**

ARHA258 Contemporary World Architecture

This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neo-liberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing, both urban and rural. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller Scofidio + Renfro. In Europe, the focus is on contemporary public architecture in Berlin, London, Paris, Valencia, Lisbon, Rome, and Athens,

with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando and Shigeru Ban is a focus, as are selected projects by other architects in Tokyo and Yokohama. Additional lectures will treat airport architecture and sites in India, Jerusalem, Cairo, Guinea, South Africa, Rio de Janeiro, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEEDs certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA260 History of Prints

For centuries, printmaking was the only way to reproduce visual images and was vital for the communication of ideas and the spread of artistic styles. This course examines the techniques, production, circulation, and collection of prints in Europe and the United States from the 15th century to the present. In the 19th century, as photography took on the role of reproduction, printmakers reconsidered the artistic possibilities, reemphasizing the artist's touch and turning to renewed political uses. This course supplements lectures with study of the print collection of the Davison Art Center. Topics include aesthetics, connoisseurship, commerce, and technology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA262 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST262, SISP255, ENVS255**

Prereq: **None**

ARHA264 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence

This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in

photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST286**

Prereq: **None**

ARHA265 Dialogue with Photography: From Its Beginning to Postmodernism

This course discusses topics in the history of photography from the invention of the medium in the 1830s to the present, with emphasis on the social uses of the medium, 19th-century documentary, pictorialism, the emergence of modernism, the post-Frank generation, and contemporary trends. Parallel to the readings and lectures, the course will regularly discuss photographs in the extensive collection of the Davison Art Center.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA267 Art in Africa and Diaspora

This course surveys painting and other work by African American artists of the late 19th and 20th century, then focuses on contemporary African artists and artists of the African diaspora. What was unique or distinctive about 19th-century American painting by black artists? Next, we focus on the art of Henry O. Tanner, before turning our attention to the art of the Harlem Renaissance and the intellectual ideal of the New Negro. A section on the impact of the civil rights movement on the visual arts and the art of Bearden leads us to consider independent sub-Saharan Africa. As artists today become increasingly transcultural, the art of the African diaspora takes on a new cultural meaning.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AFAM268**

Prereq: **None**

ARHA268 When Europe Met Africa: Portugal, Spain, West Africa, 1440–1650

This course looks at Iberian overseas expansion, from the early 15th to the late 17th century. The Portuguese and Spanish sea-borne empires may be termed the first globalization. This course, which focuses on West Africa, is interdisciplinary. It combines art history and history to integrate images and written documents. African artists depicted Europeans, just as European painters and sculptors represented Africans. These images tell us much about how members of one culture viewed the distant peoples with whom they were just coming into contact. The earliest European Renaissance paintings of Africans show them as dignitaries and often as rulers (e.g., "The Adoration of the Magi"). This reflects the presence in Europe of African dignitaries, both secular and religious. At the same time, African sculptors represented Portuguese soldiers and missionaries in ivory carvings, so it is possible for us, 500 years later, to compare these representations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AFAM278**

Prereq: **None**

ARHA274 Water's Past--Water's Future: A History and Archaeology of Water Use and Management

Our world uses water as if this life-giving resource had no limits and does so in the face of mounting scientific evidence that our planet is facing a long period of water shortage. This course will look critically at the ways in which people have used and managed water in the past, from the ancient world up to the Industrial Revolution, with the aim of assessing the relationship of past uses of water to present and future ones. Beginning with irrigation agriculture, we will consider ways in which water has been used for food production, for generating power, for hygiene, for recreation, and for symbolic purposes. We will also consider water use technologically by looking at hydraulic infrastructures (aqueducts, canals, cisterns, dams, fountains, and sewers) in relation to water use and control and its impact on the environment. Finally, we will consider streams, rivers, and lakes as natural components incorporated into man-made water systems as well as matters of drainage and flood control.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS274, ARCP274**

Prereq: **None**

ARHA275 The American Landscaping in Painting, Literature, Science and the Popular Imagination

In a time of global warming, the issue of mankind's relationship with the natural landscape has never been more pressing. The course will focus on how the field of 19th-century American landscape painting helped stimulate new ideas about our place in the environment--for example spurring the creation of America's National Parks as well as of city parks and greenspaces designed to look natural, such as Central Park in New York. This course will also explore the notion of landscape more largely. What is our personal landscape, and how does it help define our personal identity? How can you detect traces of history in the landscape? In what ways is the American landscape unique, and how did scientists, writers and painters discover and respond to these qualities? How should we respond to the crisis of global warming, which is rapidly transforming and upending our familiar landscape and even placing human existence at risk?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Identical With: **ENVS275, AMST275**

Prereq: **None**

ARHA276 Art in Taiwan Under Japan

This course introduces the art of Taiwan under the Japanese rule (1895--1945). During this period Taiwan experienced profound social and cultural changes that, on the one hand, transformed Taiwan from a land of outcasts to the frontier of modernization in East Asia, and, on the other hand, forced the inhabitants on the island to assume a colonial identity. By examining major works in painting, sculpture, architecture, and public monuments produced by Taiwanese artists or the Japanese authority, we will examine the various roles of visual art in the negotiation between modernity and colonialism, self-identity, and cultural affiliation. Specific topics explored in this course include the making and remaking of the idealized images of Taiwanese women as opposed to modern womanhood, the appropriation of Western modernism filtered through Japanese interpretations, the searching of Taiwan's local image encouraged by the Japanese colonial authority, and the cultural and political relativity adopted by Taiwanese artists sandwiched between China and Japan. The ultimate goal of this course is to offer contextualized understanding about the art and culture of Taiwan during the colonial period.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS276**

Prereq: **None**

ARHA277 Arts of Zen in East Asia

Zen, a school of Buddhism that originated in China and later spread to Japan and Korea, is considered a gateway to East Asian thought and a force that challenges modern materialism. The nature of abstraction, spirituality, and enlightenment can best be approached through the arts associated with this religious school, which include ink painting, calligraphy, ceramics, architecture, and garden design. In this course, we will discuss how the ideas of Zen were elucidated in the visual arts by looking at major works from the 13th through the 20th centuries. We will also examine the ways in which artworks were incorporated in the practice of Zen rituals, especially those related to meditation and the tea ceremony. In addition, we will explore the meanings of pictorial and literary ko'an and how they form visual and textual riddles based on allusion and wordplay. Through a comparative approach, we will analyze the development in the form, style, and iconography of Zen art in East Asia, while tracing the history of Zen Buddhism and its underpinning philosophical concepts related to enlightenment, emptiness, and beauty. The goal of this course is to form an in-depth appreciation for the arts of Zen in their historical, philosophical, and cultural context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS288, RELI277**

Prereq: **None**

ARHA278 Goddesses and Heroines: Images of Women in the Art of China and Taiwan

This course examines the history of visual representations of women in China and Taiwan from the 12th to the early 20th century. During this period, images of women increasingly appeared in the art of China and Taiwan as guardians and advocates for the weak and the suffering, as well as political or moral allegories. These mythical and legendary figures, such as Guanyin, Mazu, and Nie Xiaoqian, empowered both women and men who were in poverty, peril, or despair. Their heroic and divine images combine traits of feminine qualities highlighted in a male-chauvinistic tradition and symbols of a mega-being beyond any gender-specific definition. By tracing the formation and transformation of images of women in the art of China and Taiwan, this course will explore three themes: (1) the development of female cults in the visual cultures of China and Taiwan; (2) the relationship of feminine representation, human morality, and divine power in Chinese and Taiwanese societies; and (3) the negotiation of political and cultural identities in these societies through the appropriation of female images. The goal of this course is to offer students contextualized knowledge about women's roles in the arts and visual cultures of China and Taiwan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS167, FGSS279**

Prereq: **None**

ARHA279 Art of China and Japan: Ritual Bronzes to Zen Gardens

This course surveys major modes and styles of artistic representation and expression in East Asia, with a focus on China and Japan. Because of the extraordinary early influence of Chinese civilization on its East Asian neighbors, we will consider not only the impact of religion, thought, and socioeconomic force on the arts of each country but also patterns of reception and transformation. Major topics include literati painting, calligraphy, pictorial carving and sculpture, court art, Zen Buddhism, ceramics, and woodblock prints.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **CEAS273**Prereq: **None****ARHA280 Islamic Art and Architecture**

This course is a thematic introduction to the history of Islamic art and architecture from the time of the Prophet Muhammad through its 17th-century culmination in the period of the great Islamic empires of the Ottomans, Safavids, and Mughals. All major genres of Islamic art will be considered including religious and secular architecture, the arts of the book (calligraphy and painting), and decorative arts. Some of the broader issues to be examined include the allegedly anti-iconic nature of Islamic art, relations between Islamic art and preexisting traditions in territories absorbed by Islam (Byzantine, Persian, Central Asian, Indian), and the problem of what makes Islamic art Islamic.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **MDST280**Prereq: **None****ARHA281 Unearthing Early China: Art and Archaeology**

This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Identical With: **CEAS290, ARCP290**Prereq: **None****ARHA282 Art of Dissidents and Recluses: Chinese Literati Painting and Calligraphy**

During the mid-11th century, a group of Chinese dissidents and recluses, known for their independent views on political and social issues, began to explore new forms of artistic expression. The results of their effort challenged the status quo in Chinese art and eventually developed into a unique tradition, known as literati art. The tradition left a strong imprint in Chinese culture today and its impact can also be felt throughout East Asia, especially Korea and Japan. This course examines this artistic tradition and its legacy in today's China and East Asia.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **CEAS277**Prereq: **None****ARHA286 Empire and Erotica: Twenty-three Masterworks of Indian Painting**

The history of later Indian painting (16th--19th centuries) is dominated by two distinct stylistic traditions, one flourishing at the court of the Mughal empire, the other at the courts of the various Rajput dynasties that held sway in regions along the periphery of the Mughal domain. The course introduces these two traditions through in-depth consideration of twenty-three representative masterworks, paintings that demand sustained close examination to fully unpack

their content, their aesthetic dimensions, and the historical milieu in which they were produced and received. The first half of each session is devoted to a collective "close looking" at one of the key paintings (in the form of a high-resolution digital image), which then leads into broader discussion of related works and larger interpretive themes. Topics to be considered include the historical connections between the Mughal and Rajput schools; the relationships between painting, poetry, and music; the concerns of natural history painting; and the manner in which both Mughal and Rajput artists appropriated formal conventions from 16th century European prints and paintings. No previous knowledge of Indian art or the methods of art history is assumed or needed to succeed in this course.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Prereq: **None****ARHA288 Art of No-Return: Modern and Contemporary Chinese Art**

With record-breaking auction prices, often in the millions for a single work, modern and contemporary Chinese art has captured international attention over the past two decades. These works, often flamboyant and contentious, reflect the political, social, and cultural changes that China has experienced since the conclusion of its dynastic past in 1911. In this course, we will examine the development of modern and contemporary Chinese art in the context of these changes, from the influx of Western social theories in the 1920s and '30s, through the Japanese invasion and the political upheavals during the Mao (1893--1976) and post-Mao eras, to the socio-economic reforms of the 1980s to the present times. We will study leading artists, such as Xu Beihong, Ai Weiwei and Zhang Huan, whose works in painting, sculpture, architecture, installation, and performance art helped to define the new Chinese art. While examining the artworks, we will explore issues related to the tension between Chinese nationalism and Westernization, the adaptation of modern aesthetics and visual technologies, the conflict between state sponsorship and censorship, the changing perception of gender and self-image, the emergence of urban space and consumer culture, and the connection between art and the global economy. The goal of this course is to provide an advanced understanding of Chinese art in the present times.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **CEAS168**Prereq: **None****ARHA289 Buddhist Temple Art of China**

Buddhism was one of the most important sources of artistic inspiration in China. From the religion's early introduction to the northwestern regions of China in the third century CE, cave-chapels and temples were constructed and their walls were painted with images of Buddhist deities and paradise scenes as visual aids in ritual practices. Statues and sculptures in all sorts of media were also made as objects of veneration in temple halls. As Buddhism was assimilated into Chinese culture, Buddhist art began to manifest traditional Chinese belief systems, visual preferences, and even moral teachings. Focusing on major cave sites and temple compounds, this course examines the development of artistic programs and styles at different stages of Buddhism's absorption into the religious life and material culture in China.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **CEAS289**Prereq: **None**

ARHA290 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture

This course explores the complex interface between literary texts and visual performance traditions in South Asia, taking as our primary focus the two great Sanskrit epics, Mahabharata and Ramayana. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the two epics: What is epic as a genre, and what are its social roles? Do the Mahabharata and Ramayana manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? What further transformations did the Sanskrit epics undergo as they were recast in the form of lyric poetry and translated into various vernacular languages such as Hindi, Tamil, and Telugu? In the second part of the course, we will consider the visual manifestations of the Sanskrit epics in the form of classical Sanskrit plays (known literally as "visual poetry"), later dance-drama forms such as Kutiyattam, Yakshagana and Kathakali, contemporary religious pageantry such as the Ram Lila, and, finally, the films of the Hindi- and regional-language cinemas. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA291 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment--roughly, the half millennium between the second and seventh centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **HIST277, RELI236**

Prereq: **None**

ARHA292 Archaeology of Food, Trade, and Power in South India

This course examines patterns of life in premodern South India, focusing on the millennium from about AD 600 to 1600. It explores the persistent practices and institutions that structured social life--agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority--as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and

various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARCP292, ENV5292**

Prereq: **None**

ARHA296 The Mountains in the History of Art

This course is a comparative study of mountains as artistic inspiration, focusing on the Alps and the Black Forest in Europe and the Appalachians. We begin with Moses, an early mountain climber. We then turn to the first historical mountain climber: Oetzi, the 5,200 year-old man found frozen in the ice high in the Tyrolean Alps. We then turn to medieval Europe. There, passes through the Alps and the Black Forest were conduits for the transit of men, goods, and cultural forms. Mountains were not barriers but passageways that linked cultures. In 16th- and 17th-century Europe, Netherlandish artists--Breughel, Seghers, Ruisdael, Jos de Momper--first gave full expression to the grandeur, far beyond a human scale, of Alpine scenery. Gradually, mountains came to be viewed as places of aesthetic beauty and as manifestation of the sublime. Romanticism, in the visual arts, poetry, and music, captures the experience of the Alps as both symbol and physical manifestation of the transcendent. In the paintings of C. D. Friedrich, Constable, and Turner, mountains become the means to express the concept of the sublime. A deeper understanding of the sublime may be found in the poetry of Wordsworth and Coleridge. In America, too, mid-19th century painters focused on the mountains. We will study Hudson River School artists represented in Connecticut collections (Church, Cole). The mid-19th century saw the birth of mountaineering as a sport. We will read selections from narratives of climbing expedition (Leslie Stephen, Mark Twain). After World War I, mountaineering took on a heightened spiritual dimension for men who had survived the horrors of trench warfare. In Austria and Germany, climbing was identified with the cult of physical prowess and, sadly, with National Socialism and anti-Semitism. In fact, however, the development of climbing and skiing in the Alps owes much to Austrian and German Jews. In art, too, during the first decades of the 20th century, mountains were an important source of spiritual inspiration for painters whose work is central to the evolution of modern art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ENV5296**

Prereq: **None**

ARHA299 African History and Art

This course traces the art and cultural history of selected West African societies from the 12th century to the early 20th century. Each week we will focus on a single work of art, as that work illuminates social and cultural history. The objects will include royal bronze sculpture from the Kingdom of Benin (16th century); a carved ivory vessel from Guinée or Sierra Leone (16th century); a horned initiation mask made of woven fiber from Senegal (19th century); and a map of the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on the history, religion, and culture of the region from which it comes. The trans-Saharan trade was crucial to both North and West Africa. From Morocco came the Muslim religion, as well as Islamic architecture. In 1445 Portuguese mariners

arrived on the Atlantic coast of West Africa. From that moment on, West Africa has been part of a global economy. Already by 1500, the growth of Creole Euro-African communities is reflected in artwork. "Art" is best understood in the specific historical context and the culture in which it develops. To us, removed in space and in time from these African societies, architecture, sculpture, and ritual performance help to illuminate the lives of the people we are studying. Ultimately, we will consider such questions as, Does African art exist? What is "African art"? Who defines art--Africans or Westerners?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **FIST299, AFAM299**

Prereq: **None**

ARHA300 Iberian Expansion and the "Discovery" of Africa in Travel Narratives and Art, 1420--1640

This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. The course addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. We will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the transatlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive métissage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM, HA-AFAM**

Identical With: **AFAM310**

Prereq: **None**

ARHA321 Art and the Imagined Self in Spain and the Americas, 1450--1800

This seminar explores issues of race, religion, and representation in the visual culture of Spain and the Americas. During the Age of Discovery, 1450--1800, artists such as El Greco, Velázquez, Zurbarán, and Goya chronicled the tensions and aspirations of golden age Iberia, while indigenous and European artists in Spain's Atlantic colonies absorbed and filtered the art of the old and new worlds to create their own rich body of images. Readings and discussions will explore the role of visual culture and religious practice in the construction of political, social, and racial identities. Topics will include indigenous religions, ecclesiastical evangelization, and popular devotion; Mexican "casta" paintings and lineage portraits; viceregal costume and colonial attire; confraternities and processional culture; Morisco culture in early modern Iberia; and the influence of medieval Iberian multiculturalism on new-world architecture and urbanism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **LAST321**

Prereq: **None**

ARHA322 Landscape and Ideology, 1450--1650

Landscape, as Denis Cosgrove and others have argued, is a way of seeing the world. As such, it is always a reflection of social systems and cultural practices,

as well as an agent that shapes them in turn. By considering ways in which landscape was constructed and instrumentalized through a variety of artistic media--from painting, prints, and maps to villas and gardens--this seminar will consider its historical place in early modern European visual culture while engaging venues through which it continues to be discussed and theorized in the fields of art and architectural history, landscape studies, and cultural geography.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA329 The World of Michelangelo

This course is an examination of the works by Michelangelo in painting, sculpture, architecture, and poetry in the light of the social, religious, and political worlds in which he participated. Special attention will be paid to his relationship to the Medici in Florence and his papal patrons in Rome. The seminar emphasizes the early sources as ways to understand how Michelangelo's works were experienced by his contemporaries. This involves the relationship between art and the divine and the erotic of represented beauty.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA330 Facts and Fallacies in Renaissance Art

This interdisciplinary seminar focuses on the ways in which partial, invented, and misunderstood historical, religious, and scientific facts became triggers for the production of Italian Renaissance art. From Pierio Valeriano's fanciful emblematic interpretations of Egyptian hieroglyphs that fueled the Renaissance Egyptomania in the visual arts, to representations of Moses with horns by artists such as Michelangelo (a mistranslation of the Hebrew "tongs of fire"), to Ulisse Aldrovandi's illustrations of dragons and other mythological creatures and their discussion in scientific terms, Renaissance artifacts served as important sources of new facts they represented and legitimized. Organized around carefully articulated weekly themes and buttressed by the reading of both primary sources and recent scholarly literature, this seminar will introduce students to the fact-bending and fact-producing dimensions of Italian Renaissance art, giving them tools to research actual objects (for example, the 1602 edition of Valeriano's HIEROGLYPHICA in the Wesleyan's Special Collections and Archives or relevant prints from the Davison collection) for their final projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA339 Modernism and the Total Work of Art

The term "total work of art" refers to the German Gesamtkunstwerk that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after

Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **GRST239, GELT239, FIST339, COL349, MUSC285**

Prereq: **None**

ARHA352 Energy and Modern Architecture, 1850--2015

This seminar seeks to study the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, both as means of improving the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and houses of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero carbon cities in the United States, Europe, and Asia.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ENVS352**

Prereq: **None**

ARHA358 Style and Stylistic Change: Creativity and the Recurrent Problem of Reaching an Audience in the Arts

This seminar treats in historical overview, and from diverging disciplinary perspectives, major developments in the theory and interpretation of style in the visual arts. Style is, in effect, a culturally defined visual language that enables the transmission of meaning between the artist and his or her audience (i.e., both to the artist's initial audience and to secondary audiences of later times). How does the style of a work of art relate to the sociocultural context in which it was produced? Are there definable and historically meaningful patterns of stylistic change? Readings and class discussions will focus on the writings of Hegel, Wölfflin, Panofsky, Kubler, Belting, and others who have made important contributions to a fuller understanding of these matters. On the whole, the approach to the material will be that of intellectual history, but intellectual history with the aim of helping one to clarify his or her thinking on style to evolve an understanding of stylistic change that is relevant to his or her own art historical (or, by extension, cultural historical) interests and everyday experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA360 Museum Studies

This museum studies seminar introduces students to the history of art museums and current debates on the role of museums in today's society, as well as institutional practices and career paths. In addition, students will organize a

group exhibition of artwork from the Davison Art Center collection, research objects, and write exhibition labels.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **GRST262**

Prereq: **None**

ARHA361 Thresholds of Art and Activism Since the 1960s

Since the 1960s, a period marked by war and social upheaval, artists have navigated the contested boundaries of art and activism by turning to the street and inventing new strategies of performance, distribution, and collaboration. Exploding the familiar protocols of agitprop, they advanced a politics of representation as much as a representation of politics. Philosophical texts (e.g., Adorno, Benjamin, Debord, Habermas, Ranciere, etc.) support our engagement with recent debates in art historical scholarship (e.g., Bishop, Bryan-Wilson, Lambert-Beatty, McKee, etc.) as we consider contexts as diverse as the social movements of the 1960s, queer liberation, eco-critical activism, and Occupy Wall Street. Extending the 20th-century avant-garde's project to break down the division between art and life, our case studies (focused primarily but not exclusively on the United States: Emory Douglas, the Art Workers Coalition, Gran Fury, Women on Waves, etc.) provoke this seminar's central questions: Where is the line between art and activism? What value might that boundary continue to hold, and why? How must we assess the efficacy, ethics, and aesthetics of such practices? And what historical conditions have made them timely for artists?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST361**

Prereq: **None**

ARHA362 Sol LeWitt Wall Drawings and Their Influence

This course will explore the history of Sol LeWitt's more than 1,000 wall drawings (1968-2007). Students will consider LeWitt's significance in the history of conceptual art and influence on the visual arts, as well as on select composers, dancers, and performance artists.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA363 Postwar Art, Media, Space

Is the medium the message, as Marshall McLuhan claimed in 1964? How have developments in media and technology shaped the strategies, reception, and circulation of art? What is the space of art--both literal and figurative--in today's image-saturated environment? This seminar will investigate intersections of art and media from the 1945 to the present. Course readings and discussion address two key aims: first, to examine the influence of media on artistic practice, and secondly to consider its effect on conditions of public as well as private space. The course will include substantive theoretical texts to provide a critical basis for visual analysis and cultural critique. We will move topically to address video art; television; the tape recorder (sound as raw material for artistic play); tactics of appropriation (and the Pictures generation); the pervasive expansion of photography (large-scale, digital, e.g. Jeff Wall, Andreas Gursky); evolving relations between photography and painting (e.g., photorealism, Richard Estes, Gerhard Richter); innovative methods of projection and expanded cinema (from the likes of Charles and Ray Eames to Stan VanDerBeek and Doug Aitken); new media works that challenge the boundaries between virtual and actual space (digital media, virtual reality); the intersection of contemporary image-making and art with conditions of precarity (art and war, surveillance, e.g. Trevor Paglan, Hito Steyerl). While the class will cover many works produced by American and

European artists, it will also have a global scope; in particular we will look at contemporary work produced in Asia and the Middle East. Student work will be focused on producing a substantial research paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches

This seminar, intended primarily for majors in history of art and architecture and for studio majors concentrating in architecture, surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, urban landscapes, sociology, colonial and postcolonial architecture, and feminist architectural history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA368 Advanced Themes in 20th-Century Afro-American Art

This seminar is intended for students who have already taken introductory Afro-American art or ARHA 267 (Art in Africa and Diaspora). The purpose of the seminar is to organize an exhibition and to write an accompanying, online catalog of works by African American artists from the collection of the Davison Art Center.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AFAM322**

Prereq: **[ARHA267 or AFAM268] OR [ARHA268 or AFAM278]**

ARHA375 Heritage, Souvenir, Fetish: Theories and Practices of Collecting

The practice of collecting, stemming from the basic human desire to gather and possess objects, can be found in every society from ancient to modern times. Whether it is objects of cultural heritage, personal souvenirs, or fetish items, the act of collecting constitutes a concrete and tangible statement of ourselves and our relationship to the world while serving as a symbol of the society and times to which we belong. In this seminar, we will examine different traditions of collecting by studying examples from various historical periods in East Asia, Europe, and the United States. These collections range broadly from cultural relics to natural specimens and fine art. We will discuss our case studies in their specific sociocultural context and extract theories and practices commonly shared by them. For each case study, we will analyze the ways in which the collection was formed and organized and how various ideas and concerns were conveyed through collecting. We will explore critical issues, especially those regarding authenticity and forgery, materiality and collecting systems, individual identity and cultural heritage, the relationship between ruins and memory, and that between longing and fetishism. Building on the discussion of these issues, students will also investigate their own case studies. The goal of this seminar is to probe into the nature of collecting and to develop analytical skills to comprehend the significance of a given case.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARHA381 Relic and Image: The Archaeology and Social History of Indian Buddhism

This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (1st–3rd century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodhi Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS381, ARCP380, RELI375**

Prereq: **None**

ARHA383 Grounding the Past: Monument, Site, and Memory

The peculiar power of monuments and cultural sites arises from their status as tangible objects and places that simultaneously belong to both past and present. Because of their ability to collapse time and make the past present, these types of objects often function as sites of memory providing the foci around which social memory condenses and histories are constructed. This course explores the varied links among monuments, cultural sites, and collective memory through consideration of both theoretical writings and a number of specific cases from South Asia and other parts of the world. Among the themes to be discussed are the typology of mnemonic modes and the role of the body and place in structuring memory; the nature of collective memory and the role of objects and places in its mediation; the nature of commemorative monuments and relics; spatial devices for organizing memory; the concept of cultural property and the social practices surrounding its preservation and destruction; and the politics of contested sites.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARCP383**

Prereq: **None**

ARHA401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARHA404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARHA407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARHA408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARHA409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARHA465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ARHA466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ARHA467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ARHA470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ARHA491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ARHA492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ART STUDIO (ARST)

ARST131 Drawing I

This introduction to drawing gives special attention to the articulation of line, shape, volume, light, gesture, and composition. A variety of media and subjects will be used, including the live model. This course is suitable for both beginners and students with some experience. Individual progress is an important factor in grading. The graded option is recommended. Full classroom attendance is expected.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST190 Digital Art

This course introduces students to the digital arts: a diverse mix of ideas and techniques brought together by a shared interest in the use of computation and software in creative production. Emphasis is placed on the development of students' ability to problem solve, experiment, and iterate using computers. Assignments and lectures will consider questions of skill, authorship, and information in the digital age while engaging with the history and critique of digital and electronic media in the arts. Students will use Adobe Creative Suite, Rhinoceros 3D, and other tools to complete projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST233 Studies in Computer-based Modelling and Digital Fabrication

This course operates at the intersection of design and production, introducing students to digital tools critical to contemporary architecture and design. Throughout the semester, students will develop a series of projects that fluidly transition between design, representation, and fabrication with an emphasis on understanding how conceptual design interfaces with material properties. The course will offer a platform for students to research, experiment, and, ultimately, leverage the potential of digital tools toward a wide array of fields and disciplines. Students will be expected to utilize the Digital Design Studio's resources, including 3D printers, laser cutter, and 4-Axis CNC mill, as well as a selection of fabrication equipment housed in the school's metal and wood shops to represent, model, and realize a series of design projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST235 Architecture I

This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST237 Printmaking

While various printmaking media--cardboard cut, woodcut, etching, engraving, drypoint, and aquatint--are taught technically, each student is expected to adapt them to his or her particular vision. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition. Extensive use is made of the Davison Art Center print collection.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131**

ARST239 Painting I

This introductory-level course in painting (oils) emphasizes work from observation and stresses the fundamentals of formal structure: color, paint manipulation, composition, and scale. Students will address conceptual problems that will allow them to begin to develop an understanding of the power of visual images to convey ideas and expressions. The course will include individual and group critiques and museum trips.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131**

ARST242 Typography

The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and InDesign (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the collection in the Davison Rare Book Room at Olin Library. While NOT a required sequence, this course is strongly recommended before taking ARST243.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST243 Graphic Design

This studio course is an introduction to methods for visual communication--thinking and making through text, image, and the interaction of the two. A series of exercises and long-term projects will engage with the many facets of graphic design--typography, image generation, systems, craft, research, and language. Occasional lectures, readings, and presentations will provide historical context and precedent for contemporary graphic design. Through iterative exploration,

students will develop a comfort with fundamental graphic design principles and tools.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST245 Sculpture I

An introduction to seeing, thinking, and working in three dimensions, the class will examine three-dimensional space, form, materials, and the associations they elicit. Through the sculptural processes of casting, carving, and construction in a variety of media, students will develop and communicate a personal vision in response to class assignments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST251 Photography I

This is a comprehensive introductory course to the methods and aesthetics of film-based and digital photography. The topics of study will include evaluating negatives and darkroom prints, developing film, Lightroom and Photoshop software, inkjet printing, reading light, visualization, photographic design, and history of photography.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST253 Digital Photography I

This course is an extensive examination into the methods and aesthetics of digital photography. The topics of study will include DSLR camera operation, Adobe Photoshop, Adobe Bridge, and printing as well as, most importantly, a focus on photography as a fine art through both a historical and contemporary viewpoint.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST260 Introduction to Sumi-e Painting

We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS460**

Prereq: **None**

ARST261 Alternative Printmaking: Beginning Japanese Woodblock Technique

Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students

will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS461**

Prereq: **None**

ARST283 Physical Computing in Art and Design

This course aims to extend students' notions of the potential for the use of computers in the artist's studio by exploring opportunities in technology and art beyond familiar mouse, keyboard, and screen interactions. Moving away from these restrictions, students will learn basic electronics and programming using a microcontroller. The size of a postage stamp, these single-chip computers will provide students a window into the creative uses of computers in interactive, kinetic, and installation art. Combining microcontrollers with sensors placed on bodies, in physical objects, or in the environment, weekly projects will provide students with basic skills cumulatively leading to application in individual or collaborative projects. Through readings, discussions, and design of individual and collaborative work, students are expected to develop and articulate a theoretical basis for conceptualizing and discussing works presented in class, as well as their own creative projects. Students will maintain rigorous documentation of their process and progress in this course using blogs. No previous skills or software experience is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131**

ARST284 Video Art

This course provides an introduction to the basic concepts of video art. Students will be introduced to camera operation, sound recording, and lighting, as well as video and sound editing. The screening of works by historical and contemporary artists and filmmakers creates the conceptual framework for the class and enables the students to develop a critical eye for time-based art and culture. Class discussions will focus on artists' screenings and students' projects, in progress. The class will culminate in a major project in which students realize their own video project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **FILM441**

Prereq: **None**

ARST332 Drawing II

This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observation, topics will include an in-depth exploration of the human figure and an introduction to color. This course also introduces a concept-based approach to drawing that explores narrative and content. While using brainstorming and ideation techniques, we will experiment with various marking systems, found imagery, processes, and spatial solutions. Further, the development of individual style and studio methodology is an aim in this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131**

ARST334 Studies in Contemporary Urbanism

This course is an exploration of the physical and environmental design conditions that shape the built environment. Studio assignments will analyze and reimagine local urban conditions through maps, drawings, and models created through direct observation and hands-on study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST336 Architecture II

This course is a second-level architecture studio whose focus will be a single, intensive research and design project. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter.

Additional information about the architecture studio at Wesleyan and its past projects may be found at: <http://www.facebook.com/wesnorthstudio>

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-ART**

Prereq: **ARST235**

ARST338 Printmaking II

Ideally, this semester is a continuation of ARST237. While various printmaking media not considered first semester--color intaglio and lithography--are taught technically, each student is expected to adapt them to his/her particular vision. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition. Extensive use is made of the Davison Art Center print collection. Students who have not taken ARST237 will need to learn basic etching techniques at the start of the semester, so they can expect a particularly intense beginning.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131**

ARST340 Painting II: The Shifting Landscapes of the Mind, Nature, and History

Since the beginning of time, people have created art to document events in nature and society and to convey ideas and emotions as they responded to shifting conditions in the world--be they man-made or natural. Before written language, visual expressions of morality, concepts of the future, and abstract thought in the sciences and religion were represented in painting. Whenever dramatic shifts were experienced in society, painting documented them and commented on them. In this class, the skills and knowledge gained in ARST239 will serve as the foundation upon which students will be challenged to become technically proficient while they explore the topic of shifting landscapes or the shifting viewpoints of the mind, history, and nature. The themes, prompts, and concerns addressed in this course will allow for any formal, conceptual, or stylistic form of expression to resolve them--each student will be working differently. The goal of this class is for students to become fluent with the medium and make aesthetic choices that can best convey their ideas about and responses to each prompt. Lectures and meaningful class discussions will provide information and feedback about historical and contemporary issues and the plans for work. Individual and group critiques as well as museum and gallery trips will complement class work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ENV5440**

Prereq: **(ARST131 AND ARST239)**

ARST344 Graphic Design (Web)

Graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. This studio course will address graphic design considerations for the screen and web, including hierarchy, typography, iconography, color, and image. Through exercises and projects, students will learn fundamental graphic design principles and engage with their adaptability to the screen. Coursework will explore methods for achieving design that considers the user, as well as ways that a message, design, or product function across multiple formats.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST346 Sculpture II

This is an intermediate-level course. Projects focus on the associative nature of three-dimensional form--how issues intrinsic to sculpture reflect concerns extrinsic to the art form. The class will emphasize the development of personal expressions of students' visions in response to class assignments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST245 OR ARST235**

ARST352 Photography II

This is an intensive course intended for students with a solid foundation in photography. The students can choose to work in either film-based or digital media while developing their own unique voice. Topics will include medium-format film cameras, fiber paper, virtual drum scanning, large-format digital printing, and editing and sequencing images. Lectures and class discussions will provide a historical context, while presentations by visiting artists and trips to galleries and museums will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussions of students' work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ARST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ARST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARST419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ARST420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ARST423 Topics in Studio Art: Information

Artists in all media have historically responded to common, formal, and ideological motivations. These motivations encompass the very fabric of a liberal arts education. This course is intended to strengthen such a liberal conversation among the various studio art disciplines, as well as to develop that conversation as the foundation for making art. The course centers on a topic determined by the instructor. The class will function as a study group (of painters, sculptors, photographers, and so on) that tackles the topic through the act of making. The topic will be introduced through readings and visual precedents, and through discussion we will determine means to respond as artists, each student in his or her own medium. These individual responses will then be analyzed in group critiques. Later in the semester, students will be asked to expand their investigations to include studio disciplines other than their own. What is information? How does it pertain to art? How does information proliferate? How is it organized? How reliable is information? These questions and more will be explored through artistic production and discussion. This course is offered as an elective for studio arts majors but can, at the discretion of the instructor, be offered to majors from other departments with adequate experience in visual arts. For admission to the class, students are expected to be capable of self-expression in at least one visual art medium.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

ARST465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ARST466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ARST467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

ARST468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

ARST469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ARST470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ARST484 Data, Art, and Visual Communication

This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CIS284**

Prereq: **None**

ARST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ARST492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ARST495 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ARST496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ASTRONOMY (ASTR)

ASTR103 The Planets

More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the earth as a planet was first recognized. We will study the geology of the earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES151**

Prereq: **None**

ASTR105 Exploring the Cosmos

This introductory course for non-science majors unveils the universe and how we have come to understand our place in it. We will touch on a full range of astronomical topics, including the mechanics of our solar system, the discovery of planets around other stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Occasional evening sessions will provide the opportunity to observe celestial objects through Wesleyan's telescopes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

ASTR107 The Universe

This course focuses on the modern scientific conception of the universe, including its composition, size, age, and evolution. We begin with the history of astronomy, tracing the development of thought that led ultimately to the big bang theory. This is followed by a closer look at the primary constituent of the universe—galaxies. We end with consideration of the origin and ultimate fate of the universe.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

ASTR108 Conceptual Astronomy: Science Fact vs. Science Fiction

Our conceptual understanding of the world around us is shaped by our experiences, often in subtle ways. In this media-dominated world, the public's predominant exposure to science comes from science fiction in popular culture, especially TV and movies. In this course, we will examine the ways in which popular culture has influenced our collective knowledge about astronomy: the good, the bad, and the really bad. Wide-ranging topics will include asteroids and comets threatening the earth, travel through space and time, and life in the universe. Through lecture, discussion, and laboratory exercises, we will examine these topics through the lens of science to expose the reality of the universe that is our home.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

ASTR111 The Dark Side of the Universe

The physical world we experience is one of normal matter, energy, and—if one looks up at night—stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

ASTR155 Introduction to Astrophysics

The fundamentals of astronomy will be covered. This course serves as an introduction to the subject for potential majors and as a survey for nonmajors who have a good high school preparation in math and science. We will cover selected topics within the solar system, galaxy, local universe, and cosmology, including the big bang theory of the origin of the universe and the discovery of planets around other stars.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

ASTR211 Observational Astronomy

This course introduces the techniques of observational astronomy. Students will acquire a basic knowledge of the sky and become familiar with the use of Van Vleck Observatory's telescopes and instruments. Acquisition and analysis of astronomical data via modern techniques are stressed. Topics include celestial

coordinates, time, telescopes and optics, astronomical imaging, and photometry. Some basic computer and statistical analysis skills are developed as well. The concepts discussed in lecture are illustrated through observing projects and computer exercises.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-ASTR**

Prereq: **ASTR108 OR ASTR111 OR ASTR105 OR ASTR107 OR [E&ES151 or ASTR103] OR ASTR155**

ASTR221 Galactic Astronomy

The fundamentals of astrophysics are applied to the galaxy and objects therein. Topics include the interstellar medium, stellar populations, galactic structure, formation, and evolution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR521**

Prereq: **(ASTR155 AND ASTR211)**

ASTR222 Modern Observational Techniques

This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to the relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like LSST come on line in the near future: database querying, metadata handling, and modern programming techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR522**

Prereq: **ASTR211**

ASTR224 Exoplanets: Formation, Detection, and Characterization

Our ability to place the earth into a cosmic context dramatically improved in the past decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR524**

Prereq: **(ASTR155 AND ASTR211)**

ASTR231 Stellar Structure and Evolution

As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and -tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR531**

Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR232 Galaxies, Quasars, and Cosmology

This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR532**

Prereq: **(ASTR155 AND ASTR211)**

ASTR240 Radio Astronomy

This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **ASTR155**

ASTR401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ASTR408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ASTR409 Senior Thesis Tutorial

Topic to be arranged in consultation with tutor.

Offering: **Host**

Grading: **OPT**

ASTR410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

ASTR422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

ASTR423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR430 Seminar on Astronomical Pedagogy

Methods for effectively teaching astronomy at all levels from general public outreach to college level will be discussed.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-ASTR**

Prereq: **ASTR155 OR ASTR211**

ASTR431 Research Discussion in Astronomy

Current research topics in astronomy will be presented and discussed by astronomy staff and students.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-ASTR**

Prereq: **ASTR155 OR ASTR211**

ASTR491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ASTR492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ASTR500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced

graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&ES500, CHEM500, BIOL500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None**

ASTR501 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR502 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

ASTR504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

ASTR521 Galactic Astronomy

The fundamentals of astrophysics are applied to the galaxy and objects therein.

Topics include the interstellar medium, stellar populations, galactic structure, formation, and evolution.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR221**

Prereq: **(ASTR155 AND ASTR211)**

ASTR522 Modern Observational Techniques

This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to the relevant error analysis methods is included. Students will also become familiar with the fundamental techniques that will be necessary when "big data" projects like LSST come on line in the near future: database querying, metadata handling, and modern programming techniques.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR222**

Prereq: **ASTR211**

ASTR524 Exoplanets: Formation, Detection, and Characterization

Our ability to place the earth into a cosmic context dramatically improved in the past decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR224**

Prereq: **(ASTR155 AND ASTR211)**

ASTR531 Stellar Structure and Evolution

As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and -tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR231**

Prereq: **(PHYS213 AND PHYS214 AND ASTR155 AND ASTR211)**

ASTR532 Galaxies, Quasars, and Cosmology

This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR232**

Prereq: **(ASTR155 AND ASTR211)**

ASTR549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ASTR555 Planetary Science Seminar

This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are

pursuing or mean to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES555**

Prereq: **None**

BIOLOGY (BIOL)

BIOL106 The Biology of Sex

This course is featured as a general education course within the Department of Biology. Serving to complement courses currently offered within biology that only touch upon the subject of sex, this course will dive into specifics regarding sexual behavior and will serve to highlight new discoveries that have been facilitated by novel scientific techniques and approaches. As we study the biology of sex in the animal world, it becomes apparent that sex is achieved in a multitude of ways, many appearing rather bizarre and flamboyant. Yet under these guises, animals are still able to mate and reproduce. Sex is often defined according to sexual reproduction, whereby two individuals that are male and female mate and have offspring. However, many organisms engage in asexual reproduction and/or a combination of the two reproductive strategies. Reproductive anatomy and behavior will be addressed as we explore a variety of organisms, ranging from marine clown fish and their "sex changes" to the (female) marmoset monkey that can give birth to twin male chimeras. As an organism pursues sex, what are the mating strategies? What are the chemicals of sex (pheromones and hormones)? By examining the biology of sex in detail, we will also debate age-old topics such as whether sexual reproduction is sexist, the competing strategies of males and females, and whether human cultural displays are yet another way to decipher quality in a potential mate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL118 Reproduction in the 21st Century

This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **FGSS118, PHIL118, SISP118**

Prereq: **None**

BIOL137 Writing About Evolution

This class will explore various interesting problems in natural history, using short writing assignments to build familiarity with concepts of organismic evolution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL140 Classic Studies in Animal Behavior

This course will focus on the major concepts in the field of animal behavior. We will discuss the selection pressures that shape animal behavior and whether

the study of primate social and mating systems can provide insight into human behavior. Other questions include, Why do certain animal species exhibit altruistic behavior and others do not? What are the limiting resources for male and female animals, and why do they behave so differently? This is but a sampling of the subjects to be covered in a course that is specifically designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. We will commence with the early pioneers in ethology who were the first to describe the behavioral repertoire of a single species and progress onto the more current, comparative approach, in which two animals are compared for a more fine-tuned analysis. Biological jargon will be defined as original research is discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL145 Primate Behavior: The Real Monkey Business

This course will examine the full spectrum of the primate order. How has evolution shaped these different primate species, and what underlying mechanisms have fueled their development? We will discuss primate ancestry, primate environments, and primate competition, all factors that mediate primate behavior. In addition, we will take the lessons learned from primate studies to determine how humans might use this knowledge toward the preservation and conservation of their nonhuman relatives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL148 Biology of Women

This course will cover a range of topics relating to the biology of women, including sex determination, the X chromosome, menstruation and menopause, assisted reproductive technologies, gender differences in brain function, and aging.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **FGSS148**

Prereq: **None**

BIOL149 Neuroethology: Sensory Basis of Animal Orientation and Navigation

This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B149**

Prereq: **None**

BIOL173 Global Change and Infectious Disease

Among the most insidious effects of global change are the expanded geographical ranges and increased transmission of infectious diseases. Global

warming is bringing tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases, such as those caused by Hantaviruses; and nonclimatic anthropogenic factors, such as forest fragmentation, are taking their toll on human health, for example, by increasing the incidence of Lyme disease. This course will cover the evidence that global change has increased the geographical ranges and rates of incidence of infectious diseases in humans, in agricultural animals and plants, and in endangered species. We will explore how interactions between different anthropogenic effects (for example, habitat loss and pollution) exacerbate the effects of global warming on infectious diseases. We will analyze and critique projections for future changes in geographic ranges in infectious diseases. Finally, we will cover how revolutions in bioinformatics will increase the resolution of tracking and predicting responses of disease organisms to global change. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **ENVS260**

Prereq: **None**

BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function.

The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B181**

Prereq: **None**

BIOL182 Principles of Biology II

This course concerns biological principles as they apply primarily at tissue, organismic, and population levels of organization. Course topics include developmental biology, animal physiology and homeostatic control systems, endocrinology, neurophysiology and the neuronal basis of behavior. Evidence for evolution is reviewed, as are the tenets of Darwin's theory of evolution by natural selection. The nature and importance of variation among organisms and of stochastic processes in evolution are discussed, as are modern theories of speciation and macroevolution. Finally, the course addresses interactions between organisms and their environments as well as the interactions among organisms in natural communities. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B182**

Prereq: **[MB&B181 or BIOL181]**

BIOL186 Introduction to the Biology of Nutrition and Impact on Human Health

This course will introduce students to the concepts of nutrition. It will cover the biology of the different food groups that make a balanced diet (carbohydrates, fats, proteins) and how our bodies obtain energy and important molecules, such as vitamins, from our food. The course will also cover the relevant anatomy involved in digestion and excretion. Other topics such as the effects of food production on the environment, fad diets, and disease states will also be studied, along with the latest hot topics in the news.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

BIOL191 Principles of Biology I--Laboratory

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides direct experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, microscopy, and spectrophotometry. The lab course is a chance to learn these key techniques firsthand.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B191**

Prereq: **None**

BIOL192 Principles of Biology II--Laboratory

This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B192**

Prereq: **[MB&B191 or BIOL191]**

BIOL194 Principles of Biology II: Advanced Topics

This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B194**

Prereq: **BIOL181 or MB&B181**

BIOL197 Introduction to Environmental Studies

This interdisciplinary study of human interactions with the environment and the implications for the quality of life examines the technical and social causes of environmental degradation at local and global scales, along with the potential for developing policies and philosophies that are the basis of a sustainable society. This will include an introduction to ecosystems, climatic and geochemical

cycles, and the use of biotic and abiotic resources over time. It includes the relationship of societies and the environment from prehistoric times to the present. Interrelationships, feedback loops, cycles, and linkages within and among social, economic, governmental, cultural, and scientific components of environmental issues will be emphasized.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES197, ENV5197**

Prereq: **None**

BIOL208 Molecular Biology

This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules--DNA, RNA, and proteins--will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and discuss how these processes become perturbed in disease states.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B208**

Prereq: **[(MB&B181 or BIOL181) AND (BIOL182 or MB&B182)]**

BIOL210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B210**

Prereq: **[MB&B181 or BIOL181]**

BIOL212 Principles and Mechanisms of Cell Biology

The cell is the smallest structural and functional unit of an organism. Understanding the molecular basis for its behavior and function is critical to understand biological function at all levels, from molecular to organismic. The primary goal of this course is to understand the process of scientific discovery in the field of cell biology--how do we know what we know? The textbook will provide a background to read and discuss original research articles. We will cover cell and organelle structure and function, trafficking, cell adhesion and motility, proliferation, signal transduction, and cell differentiation. To demonstrate how basic biological processes combine to form a coherent whole, we will discuss examples of integration of biological functions in tissues--and when these go awry in disease.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B212**

Prereq: **[MB&B181 or BIOL181]**

BIOL213 Behavioral Neurobiology

This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B213, PSYC240**

Prereq: **None**

BIOL214 Evolution

This course covers current areas of research in evolutionary biology. Topics include the evidence for evolution, the nature of variation, adaptive and random evolutionary processes in natural populations, mechanisms of speciation, origin of major groups, reconstruction of the history of life through comparative analysis of morphological and DNA sequence data, evolutionary developmental biology, coevolution of plant-animal interactions, and the application of evolutionary principles to conservation biology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **[BIOL182 or MB&B182]**

BIOL215 Evolution in Human-Altered Environments

Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course examines how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an intensive overview of microevolutionary processes, we will consider a number of contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of nonnative, invasive, and genetically modified organisms.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **[BIOL182 or MB&B182]**

BIOL216 Ecology

Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **ENVS216**

Prereq: **[BIOL182 or MB&B182]**

BIOL218 Developmental Biology

This course covers the mechanisms of development at the molecular, cellular, and organismal levels. Special attention will be paid to the process of scientific discovery: the experiments. Students will read and discuss both original research articles and the secondary review literature. We will discuss ethical and medical considerations for some of the topics covered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **[BIOL182 or MB&B182]**

BIOL220 Conservation Biology

This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **ENVS220**

Prereq: **[BIOL182 or MB&B182]**

BIOL224 Hormones, Brain, and Behavior

Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B224**

Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

BIOL226 Invasive Species: Biology, Policy, and Management

Invasive species account for 39 percent of the known species extinctions on Earth, and they are responsible for environmental damages totaling greater than \$138 billion per year. However, the general population has little knowledge of what invasive species are or what threats they pose to society. In this course, we will explore the biological, economic, political, and social impacts of invasive

species. We will begin by exploring a definition of an invasive species and looking at the life history characteristics that make them likely to become pests. Then we will consider the effects of invasive species expansion on the conservation of biodiversity and ecosystem function, as well as their global environmental and political impacts. Finally, we will explore the potential future changes in invasive species distributions under a changing climate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **E&ES240, ENVS226**

Prereq: **[E&ES197 or BIOL197 or ENVS197] OR [BIOL182 or MB&B182] OR E&ES199**

BIOL228 Introductory Medical Biochemistry

This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B228**

Prereq: **[MB&B181 or BIOL181] AND CHEM251**

BIOL229 Geobiology Laboratory

This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES235**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENVS197]**

BIOL231 Microbiology

This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B231**

Prereq: **[MB&B181 or BIOL181] OR [MB&B208 or BIOL208]**

BIOL232 Immunology

In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B232**

Prereq: **[(MB&B181 or BIOL181) AND (BIOL182 or MB&B182)] OR [MB&B208 or BIOL208]**

BIOL233 Geobiology

Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology); typically, this involves studying fossils within the context of their sedimentary setting. In this course we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on climate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES234, ENV5233**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENV5197]**

BIOL235 Comparative Vertebrate Anatomy

This course will provide a comprehensive overview of the basic structure and function of the main organ systems in vertebrates. Developmental anatomy will be an integral part of the class because of the importance of embryology to understanding both similarity and variation of common systems in different taxa. The course will consist of both lectures and laboratory sessions for dissection of key systems.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-BIOL**

Prereq: **[(MB&B181 or BIOL181) AND (BIOL182 or MB&B182) AND (MB&B191 or BIOL191) AND (BIOL192 or MB&B192)]**

BIOL237 Signal Transduction

Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B237**

Prereq: **[MB&B208 or BIOL208]**

BIOL239 Functional Anatomy of the Human Brain

A mass of tissue the consistency of firm jello and weighing about 2.5 pounds in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will be of special interest to premed students; NS&B, biology, and psychology majors; and anyone simply interested in how the brain works.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B239, PSYC239**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL243 Neurohistology

The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B243**

Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

BIOL245 Cellular Neurophysiology

This course will deal with basic aspects of neuronal physiology, including the function of excitable membranes and the transfer of information between cells (e.g., synaptic physiology, neurochemistry, membrane receptors). In connection with each of these topics, consideration will be given to short- and long-term modification of neuronal function. Toward the end of the course, we will examine the neurophysiology of epileptic seizures as well as the neurophysiology of motor systems.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B245**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL247 Laboratory in Neurophysiology

The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (Aplysia), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B247**

Prereq: **[(NS&B213 or BIOL213 or PSYC240) AND (BIOL182 or MB&B182)]**

BIOL249 Neuroethology

Basic and integrative processes of nervous systems are considered with attention to their roles in species-typical behaviors. After a brief initial consideration of cellular properties of individual nerve cells, synaptic interactions and neuroanatomy form the basis for studying systems of neurons and their behavioral significance during the remainder of the semester. The focus is on the neuronal basis of naturalistic behaviors in animals from mollusks and insects through fish, birds, and mammals. Topics include sensory transduction; central processing of sensory information; production and control of patterned behaviors and movements; neural basis of orienting, navigation, and homing; and sensory-motor integration.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B249**

Prereq: **[(BIOL182 or MB&B182) AND (NS&B213 or BIOL213 or PSYC240)]**

BIOL250 Laboratory in Cellular and Behavioral Neurobiology

The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice. Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B250, NS&B555**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL252 Cell Biology of the Neuron

Neuronal cell biology is an important and fast-moving field. The brain cannot be understood without first elucidating the properties and functions of its component neurons. This course will focus on cell biological studies of the nervous system. We will explore the structure and function of neurons, synapses, and circuits. Using both text books and primary literature, we will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include polarity, synapse formation, synaptic transmission, intracellular transport, plasticity, and regeneration.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B252**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL254 Comparative Animal Behavior

This course explores the scientific study of animal behavior. All animals face similar challenges and we will examine the common, and sometimes unique, behavioral strategies used to meet these challenges. There are two sorts of questions one might ask about the behavior of a given individual or species. First, how is that behavior executed? Second, why is that behavior, rather than another, exhibited? What is the adaptive significance of the behavior? To fully understand the behavior of any organism, both sorts of questions must be addressed. This course will introduce students to the many ways these questions are grappled with for a wide range of organisms. As such, this course will provide an overview of mechanistic, ecological, and evolutionary explanations of behavior.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B254**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR [NS&B213 or BIOL213 or PSYC240]**

BIOL265 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation,

database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B265, COMP113, CIS265**

Prereq: **[MB&B181 or BIOL181]**

BIOL266 Bioinformatics

This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **COMP266, MB&B266, CIS266**

Prereq: **[MB&B181 OR BIOL181]**

BIOL290 Plant Form and Diversity

The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic Garden, two hands-on days for working with living specimens, and a special guest lecture by a local plant biologist.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **[BIOL182 or MB&B182]**

BIOL299 Waves, Brains, and Music

Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B299**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL310 Genomics Analysis

This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **CIS310**

Prereq: **[MB&B181 or BIOL181]**

BIOL313 Microbes and Human-Caused Environmental Change

This is a time of unprecedented change in the world we share with billions of species. Unlike the previous catastrophic changes seen over geological time, the changes we see today are caused primarily by just one species, our own. In this new human-dominated era, the Anthropocene, humans have critically changed the conditions of life through a great diversity of activities, including release of greenhouse gases into the atmosphere, accelerated transport of organisms, fragmentation of forests, consumption of antibiotics, agriculture, hunting prey to near extinction, bushmeat hunting, and many other activities. This course will address two kinds of effects of each of these activities on microbes: (1) that humans and agricultural animals and plants are being subjected to new infectious diseases, and the geographical and temporal patterns of infection are changing; and (2) microbes are being challenged to adapt to new environmental challenges, both biotic and abiotic. Students will read and discuss articles from the scientific literature, and each student will write a research proposal.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS313**

Prereq: **[BIOL182 or MB&B182]**

BIOL316 Plant-Animal Interactions

This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL516**

Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR BIOL290 OR [BIOL216 or ENVS216]**

BIOL318 Nature and Nurture: The Interplay of Genes and Environment

In this advanced seminar, we consider how genetic and environmental factors interact to shape the development and behavior of organisms, including humans. After an initial series of lectures and discussions on foundational readings, the class will consist of in-depth student presentations and class discussion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL518**

Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL320 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL520, E&ES270, E&ES570, ENVS320**

Prereq: **None**

BIOL325 Stem Cells: Basic Biology to Clinical Application

This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B325**

Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

BIOL327 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **COMP327, BIOL527, COMP527, CIS327**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL328 Chemical Senses

The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety

of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B328**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL333 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B533, MB&B333, BIOL533**

Prereq: **[BIOL182 or MB&B182]**

BIOL334 Shaping the Organism

We are composed of tissues and organs of distinct shapes, but how are these shapes formed? To answer this question, biologists turn to the embryos and developing tissues of model organisms to study the mechanisms that build tissues with distinctive shapes and patterns. These mechanisms include changes in the cytoskeleton and cell adhesion, changes in cell shape, changes in the forces within a cell and across a tissue, and signals that determine whether cells live or die. It turns out that most of the processes required to correctly shape embryos and tissues have also been found to function incorrectly in a variety of human diseases! This is a part-seminar, part-laboratory course that examines tissue and pattern generation in *Drosophila* (the fruit fly), an accessible model organism that has been extensively used to study the conserved processes and proteins that shape tissues. First, we will examine how the *Drosophila* embryo is shaped and patterned. Second, we examine how the *Drosophila* eye is assembled and patterned. Students will set up *Drosophila* crosses, use popular techniques to manipulate protein expression, and dissect and image fly tissues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182] AND [MB&B191 or BIOL191] AND [BIOL192 or MB&B192])**

BIOL337 The Origins of Bacterial Diversity

Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation

in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL537, ENVS337**

Prereq: **[BIOL182 or MB&B182]**

BIOL340 Issues in Development and Evolution

This advanced seminar explores the relationship between embryonic development and morphological evolution. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature. Subjects covered will include broad, fundamental issues such as the concept of homology and developmental characters and phylogeny, as well as the evolutionary significance of specific developmental phenomena such as animal segmentation, direct development, and major morphological transitions in evolution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL540**

Prereq: **BIOL218 OR BIOL214**

BIOL343 Muscle and Nerve Development

This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B543, BIOL543, NS&B343**

Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

BIOL345 Developmental Neurobiology

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B345, NS&B545, BIOL545**

Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL346 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL546, E&ES238, E&ES538, ENV5340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENV5197] OR E&ES199**

BIOL347 Mammalian Cortical Circuits

While scientists are still very unsure of how the mammalian cortex enables conscious perception and thought, there has been a tremendous explosion of knowledge recently concerning the wide heterogeneity of neuronal classes and the specific kinds of connections between these classes. Detailed wiring diagrams of local cortical circuits are emerging, colored with dynamic connections that have created a wellspring of ideas motivated toward understanding the cortex with reverse-engineering strategies. This course will focus on cortical circuit studies in the neocortex. Students will come to know, for example, many different varieties of inhibitory interneurons in terms of their firing properties, synaptic plasticities, the connections they make with other neurons, and what roles they might play in governing cortical dynamics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B347**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL351 Neurobiology of Learning and Memory

Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B351**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL353 Neurobiology of Neurological Disorders

This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures

and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B353, PSYC353**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL354 Agricultural Food Webs

Ecological communities are structured by feeding interactions, and agricultural systems are no exception to this rule. This class will focus on attributes of food webs that impact agriculture, including topics such as natural biological control of insect pests, to soil microbes and nutrient cycling, to causes of honeybee colony collapse disorder. This course includes a rigorous survey of both ecological theory and applied environmental problems. Students will read primary literature from the fields of food web ecology and agroecology and discuss the implications through group work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS353**

Prereq: **BIOL182 or BIOL197**

BIOL356 Neurodevelopmental Disorders

This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory integration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B356, PSYC356**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL360 Neuroplasticity: How Experience Changes the Brain

Neuroplasticity refers to the brain's ability to change throughout life. In this course, we will examine functional and structural plasticity of the brain. Functional plasticity refers to the brain's ability to move functions from a damaged area of the brain to other undamaged areas. Structural plasticity refers to the brain's ability to change its physical structure, as a result of learning or to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections. We will examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, how exercise and diet influence adult neurogenesis and cognition, and how neural activity regulates structural plasticity and gene programs. This is a writing-intensive course. Students will analyze the readings through discussions and writing assignments including blogs, short reviews, and commentaries. Students will have opportunities for extensive feedback on their writing and revisions.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B360**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

BIOL369 Ecological Resilience: The Good, the Bad, and the Mindful

This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures.

These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances.

We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory. All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS369, E&ES242**

Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

BIOL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

BIOL408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

BIOL409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

BIOL420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

BIOL421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

BIOL422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

BIOL423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

BIOL470 Independent Study, Undergraduate

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

BIOL491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

BIOL492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

BIOL496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

BIOL500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&ES500, CHEM500, ASTR500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None**

BIOL501 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL502 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

BIOL504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

BIOL505 Cell and Development Journal Club I

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including CELL, JOURNAL OF CELL BIOLOGY, DEVELOPMENT, GENES AND DEVELOPMENT, DEVELOPMENTAL BIOLOGY, SCIENCE, and NATURE.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

BIOL506 Cell and Development Journal Club II

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including CELL, JOURNAL OF CELL BIOLOGY, DEVELOPMENT, GENES AND DEVELOPMENT, DEVELOPMENTAL BIOLOGY, SCIENCE, and NATURE.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

BIOL507 Evolution Journal Club I

Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included genome-based evolution studies, coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, the evolution of host-parasite relationships, the evolution of behavior, and the impact of niche construction on adaptive evolution. Articles for discussion generally come from the journals EVOLUTION, AMERICAN NATURALIST, GENETICS, SCIENCE, and NATURE.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

BIOL508 Evolution Journal Club II

Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals EVOLUTION, AMERICAN NATURALIST, GENETICS, SCIENCE, and NATURE.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

BIOL509 Neuroscience Journal Club I

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **NS&B509**

Prereq: **None**

BIOL510 Neurosciences Journal Club II

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **NS&B510**

Prereq: **None**

BIOL511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL516 Plant-Animal Interactions

This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems

and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL316**

Prereq: **BIOL214 OR [BIOL220 or ENVS220] OR BIOL290 OR [BIOL216 or ENVS216]**

BIOL518 Nature and Nurture: The Interplay of Genes and Environment

In this advanced seminar, we consider how genetic and environmental factors interact to shape the development and behavior of organisms, including humans. After an initial series of lectures and discussions on foundational readings, the class will consist of in-depth student presentations and class discussion.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL318**

Prereq: **BIOL214 OR BIOL218 OR [BIOL210 or MB&B210] OR [BIOL224 or NS&B224]**

BIOL520 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL320, E&ES270, E&ES570, ENVS320**

Prereq: **None**

BIOL527 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL327, COMP327, COMP527, CIS327**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

BIOL533 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B533, MB&B333, BIOL333**

Prereq: **[BIOL182 or MB&B182]**

BIOL537 The Origins of Bacterial Diversity

Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL337, ENVS337**

Prereq: **[BIOL182 or MB&B182]**

BIOL540 Issues in Development and Evolution

This advanced seminar explores the relationship between embryonic development and morphological evolution. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature. Subjects covered will include broad, fundamental issues such as the concept of homology and developmental characters and phylogeny, as well as the evolutionary significance of specific developmental phenomena such as animal segmentation, direct development, and major morphological transitions in evolution.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL340**

Prereq: **BIOL218 OR BIOL214**

BIOL543 Muscle and Nerve Development

This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the

interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL343, NS&B543, NS&B343**

Prereq: **BIOL218 OR ((BIOL182 or MB&B182) AND [BIOL212 or MB&B212]) OR ((BIOL182 or MB&B182) AND [NS&B213 or BIOL213 or PSYC240]) OR ((BIOL196 or MBB196) AND [BIOL212 or MB&B212]) OR ((BIOL196 or MBB196) AND [NS&B213 or BIOL213 or PSYC240])**

BIOL545 Developmental Neurobiology

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL345, NS&B345, NS&B545**

Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

BIOL546 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL346, E&ES238, E&ES538, ENVS340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199**

BIOL549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

BIOL557 Advanced Research Seminars in Biology

This course focuses on the specific research projects of individual graduate students in the Department of Biology, and it comprises student presentations

and discussion including the department faculty, graduate students and post doctoral fellows. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for students to become familiar with the wide range of biological research taking place in the department.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

CENTER FOR GLOBAL STUDIES (CGST)

CGST121 Contemporary Social Issues, Leadership, and Scholarship

The overarching purpose for this course is for you to reflect on how your identity (who you say you are) motivates the actions you take now, which, in turn, shape your long-term goals and commitments. This course is particularly applicable to future national and international fellowship applicants, as almost every scholarship foundation asks similar questions (in one form or another): Who are you? What are you proposing to do? In what way are you the most qualified candidate? Why is this work important? This course will incorporate best practices for writing personal statements and include theories and best practice for this specific writing style as well as a wide array of perspectives to supplement self-reflection, personal development, and skill building.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

CGST131 Writing About Places

This course is one in a series called "writing about places" exploring the long tradition of writing about travel and places and changing attitudes toward crossing cultural and geographical borders. Readings will focus largely on the writings of 20th-century travelers and will include an examination of the phenomenon of migration. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized, and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays and will encourage students to examine their own experiences with places and cultural encounters.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL131**

Prereq: **None**

CGST131B Writing About Places: Africa

This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized—and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will

include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL131B**

Prereq: **None**

CGST201 Crossing Identities & Borders: Processing Study Abroad

This course is designed to give students who have studied abroad through the medium of a language other than English the opportunity to process their experience by reflecting on its meaning in terms of their own personal and intellectual trajectory. Students will meet as a group once a week to discuss a reading of common interest. The second weekly meeting or workshop will be held in break-out sessions in the target language, during which time students will discuss the capstone project that this course will allow them to develop: a written essay, a digital narrative, an art installation, or a performance. The workshops are designed so that students may support each other in the pursuit of their personal goals regarding a project that reflects the broadest and deepest meaning of an immersive linguistic and intercultural experience abroad. Assessment is based on the following criteria: industry and initiative; the ability to work independently; willingness to contribute actively to a collective, project-based learning experience; and the final project. Readings will address topics such as identity, culture and mobility. Students will work to develop a collective bibliography with classmates as well as a specific bibliography that accords with their personal interests and objectives.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **FIST201**

Prereq: **None**

CGST210 Language and Thought: Introduction to Linguistics

What makes human language unique? This course is an introduction to the study of human language and its underlying properties. Much of our linguistic competence lies below the level of conscious awareness, and linguists seek to uncover the subconscious principles and parameters that govern our knowledge of language. This course first explores the core theoretical areas of linguistics: phonology (sound structure), morphology (word structure), syntax (sentence structure), and semantics (meaning). Then, we will explore such topics as the workings of language use, language variation, and first- and second-language acquisition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

CGST227 Writing Short Fiction in Spanish

This course will introduce students to the fundamentals of writing short fiction in Spanish and will enhance their knowledge of the Spanish language through the reading of great short stories that will inform students' own writing and the development of a personal style. We will examine essential features of fiction (methods of constructing narrative tension, climax, ambiguity, character, different kinds of autobiographies and descriptions, dialogues, and monologues), as well as various fictional styles through the texts of masters such as Julio Ramón Ribeyro, Cristina Sánchez Andrade, Valle-Inclán, Julio Cortázar, and Jorge Luis Borges, among others.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN227**

Prereq: **SPAN221**

CGST230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s

In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Identical With: **FIST230**

Prereq: **None**

CENTER FOR JEWISH STUDIES (CJST)

CJST153 Ethnicity, Race, and Religion in the Middle Ages

This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters—real and imaginary—of Western European Christians with other cultures, from the Celtic borderlands to the Mongol Empire. The readings will begin historically with the Crusades and the (often grisly) chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries, spies, and colonial propagandists. We will also read some later "romances" that re-imagine the crusades in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL153**

Prereq: **None**

CJST210 Jews & America

This course will investigate why Jews came to America and how they and their children adapted to their new home. It will explore American Jews' relations with other groups, including the Irish Americans, African Americans and the white Anglo-Saxon Protestant elite, and Jews in other parts of the world. Finally, the course will consider Jews' quite significant impact on the American economy, politics, society, and culture. Although it will begin with the colonial era, the course will focus primarily on the 19th and especially the 20th centuries.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST210, AMST223**

Prereq: **None**

CJST216 Jesus Through Jewish Eyes

In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI216**

Prereq: **None**

CJST221 From Literature to Cinema and Back: What Happens When Literary Works Are Adapted to Films

Israeli literature has a long history of the written word behind it, which sometimes serves as a burden for Hebrew writers. Israeli cinema, on the other hand, has no tradition of visual representation behind it, no iconic conceptual history. So what happens when a major literary work is adapted to film? Does the film maintain the same approach to the issues that the novel is confronting, or does it find new ways to deal with the subject, reconfiguring the perspective and the hierarchy of its inner elements?

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CJST**

Prereq: **None**

CJST234 Israel in Therapy: Society Under the Influence of TV Series

The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series *In Treatment*, and other Israeli TV series, such as *Florentine* and *A Touch Away*. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of *In Treatment*, define them, and examine the five prototypes of the Israeli character they represent. The instructor is the co-creator and head screenwriter of the original version of the TV series *In Treatment* as well as the Center for Jewish Studies distinguished Visiting Professor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Identical With: **FILM311**

Prereq: **None**

CJST236 Revival of the Israeli Cinema

This course will analyze the possible reasons for the current revival of Israeli cinema. We will explore the history of Israeli filmmaking in the context of the changes that the political and social climates in Israel have undergone over the years, focusing on the developing cinematic styles and the rises and falls of various cinematic movements. Selected Israeli films will be examined and discussed. This course will be taught by an Israeli film director.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Prereq: **None**

CJST238 Political Thought and Politics of Israel

Israel was founded as a state of the Jewish people. What political principles and practices are distinctive to it, and what ideas does it share more generally with modern political thought? Are there Israeli ideas of time, space, citizenship, virtue, equality, diversity, liberty, and justice? We will also look at Israel's basic laws, electoral system, political parties, and legislative and judicial decisions to see whether and how they form a political community.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT394**

Prereq: **None**

CJST240 When Private Meets Public in Israeli Documentary Films

Israeli documentary films reflect freedom of speech and democracy, but that wasn't always the case. The films that Israeli filmmakers were commissioned to create in the very early 1950s had to reflect the official voice of the Israeli establishment. There was no room but to serve the cause of building a nation in a state that had just been established. The year 1967 marked the beginning of a new era when, for the first time, the Israeli public broadcaster was on air, yet some daring films that were made back then were censored and have never been shown. Modernist documentaries of filmmakers David Perlov and David Greenberg opened the field to various voices; when the 1973 war broke, the consensus in Israeli society fell apart, and critical and radical documentaries started to be produced. The major revision happened when Channel 2 was licensed and the New Israeli Foundation for Cinema and TV was founded. Both paved the road for individual voices that could, from then on, tell very personal stories (no longer serving the establishment) and deconstruct controversial social and cultural subject matters.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Prereq: **None**

CJST241 Judaism(s): Religion, Power, and Identity in Jewish History

This course will offer students an intensive survey of the major currents in Jewish social, political, intellectual, and religious history, while focusing in particular on what it means to be a Jew in the 21st-century. The course explores how Jews are a culture, ethnicity, nation, nationality, race, religion, and more and how Jewishness gets constructed differently across different times and contexts. The course looks both locally and globally at the plurality of Jewish identities. Students will read primary historical texts from prominent Jewish thinkers and writers, as well as texts written about Jews by non-Jews.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI204**

Prereq: **None**

CJST243 Jewish Graphic Novels

This course will explore issues in Judaism and the Jewish experience through the medium of the graphic novel. Students will not only gain proficiency in critically reading graphic novels and sequential art, they will also gain a grasp on some of the major issues in Jewish history including (but not limited to) immigration, life in America, the Holocaust, and Israel/Palestine.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-RELI**Identical With: **RELI217**Prereq: **None****CJST244 Introduction to The Hebrew Bible (Old Testament): From Canaan to Canon**

This course will offer students an introduction to the Hebrew Bible, or Tanakh, one of the three core scriptures of Judaism. The Hebrew Bible not only provides the mythic prehistory of both humanity and the Jewish people, it is also one of our best and most complete texts for understanding the world of ancient southwest Asia and the people who inhabited it. Approaching the Bible from a historical, critical hermeneutic allows students to analyze the information on the page as a separate data set from the religious or theological meaning of the page to various groups. In addition to reading selections from all three sections of the Tanakh, students will also read noncanonical or apocryphal texts and discuss the reasons why these texts were not included in the Tanakh, although some of them are included in versions of the Old Testament. Students will also read various secondary texts to help them better understand issues of biblical authorship, the archaeology that helps us better understand the world of the Bible, and the social and political pressures that shaped the text into what we know today.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RELI**Identical With: **RELI201, MDST203**Prereq: **None****CJST272 Thinking After the Holocaust**

The Holocaust is an epoch-making event that challenges many ideas about the modern world, human nature, and God. In this course, we examine some of the difficult questions raised in the aftermath of this catastrophe: Can one adequately represent such a catastrophe in words and images? What is the relation between modern bureaucracy and genocide? How have Jewish thinkers answered the question: Where was God during this dark period? Is it possible to forgive such atrocities, and if so, who has the right of forgiveness? In our search for answers, we will engage various sources, including philosophical and theological texts, films, and memorial sites.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **RELI272**Prereq: **None****CJST278 American Jewish Humor**

This course is a look at American Jewish history through one particular lens--that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor that has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will read some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances, and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should, in the end, be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **RELI278, AMST292**Prereq: **None****CJST308 Funny, You Don't Look Jewish: Race, Gender, Sexuality, and Judaism**

This course will give advanced students the opportunity to engage deeply with critical current issues in Judaism, including race, gender, and sexuality. In both the U.S. and Israel, issues of Jewish whiteness (or not), straightness (or not), and maleness (or not) dominate conversations about the direction Judaism will take in the 21st century and how Judaism can remain relevant in an increasingly globalized and secularized world. Students in this course will read contemporary scholarship on those who have been traditionally pushed to the margins of Judaism and will be asked to wade into murky ethical waters as they think about the power of naming and who has the authority to determine "in" and "out."

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **RELI308, FGSS313**Prereq: **None****CJST313 Performing Jewish Studies: History, Methods, and Models**

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the field of Jewish studies, models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-CJST**Identical With: **HIST313, RELI396**Prereq: **None****CJST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933**

Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST319, GRST264, CHUM319, RELI319**Prereq: **None****CJST351 Debate and Destruction: Jews and Christians in the Middle Ages**

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290. We will also look at how the Jews are depicted in subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (all in translation) as well as English, giving us a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the popularity of

Jewish-Christian debate as a literary form, the Crusades, gender roles and gender fluidity, Jewish and Christian apocalyptic programs, and the curious afterlife of Jews in Middle English literature..

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL351, MDST351, RELI351**

Prereq: **None**

CJST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CJST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CENTER FOR THE HUMANITIES (CHUM)

CHUM214 The Modern and the Postmodern

In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Identical With: **HIST214, COL214**

Prereq: **None**

CHUM224 Public Freehold": Collective Strategies and the Commons in Art Since 1960

Art since 1960 has forged a contradictory alliance between the legal field of intellectual property and the expanded tradition of poststructural thought. Taking its title from conceptual artist Lawrence Weiner, this course navigates this contradiction via four units, each corresponding to a specific artistic strategy: appropriation, scoring, collaboration, and participation. Testing the limits of the signable, saleable, and stealable, such techniques have thrown traditional concepts of originality and possessive individualism into arrears while giving rise, quite paradoxically, to some of the most celebrated careers and widely reported lawsuits involving allegations of creative property theft. Do such maneuvers

amount to specious self-aggrandizement? Or do they indicate a renewed search to locate, foment, and protect sources of creative invention? The ever-expanding horizon of collaborative media access and increased pressures to enclose this new electronic commons have made such questions all the more urgent today. Artists considered include Claire Fontaine, General Idea, Pierre Huyghe, Juliana Huxtable, Sherrie Levine, Tino Sehgal, Sturtevant, Hito Steyerl, Andy Warhol, and Lawrence Weiner.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ARHA249**

Prereq: **None**

CHUM228 Virtue and Vice in History, Literature, and Philosophy

Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, PHIL112, HIST140**

Prereq: **None**

CHUM267 The Acceleration of Europe: Mobility and Communication, 1000---1700

This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital humanities such as network analysis, geographic information systems, and database analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **HIST392**

Prereq: **None**

CHUM276 Moving Through the Revolutionary Age: British Colonies and Early America, 1774--1815

Thomas Jefferson argued in his 1805 inaugural address that boundaries were less important than principles. Regardless of where they lived, Americans were Americans. British colonists were equally mobile and equally sure that their British liberties followed them wherever they went, which in no small part led to the Revolution. In the period during and after the American Revolution, with the creation of states and colonies in northern North America, people and ideas moved with regularity from one region to the next, thus testing Jefferson's ideals and extant imperial bonds. This course will examine the movement of peoples and ideas within and across these new boundaries to explore the idea of mobility as a revolutionary, Native, and loyalist ideal. American settlers wanted to push west, and some later moved north; Natives desired to maintain

their migratory patterns and traditional lands; and British Loyalists moved to remain members of--and demand changes within--the British Empire, while also relocating to American states when necessary. The borders that divided colonies and separated states were challenged and ignored as soon as they were created. By exploring the political ideals, territorial claims, and movement of people during and after the American Revolution, students will be encouraged to study the Revolution not as an American event, but rather as a North American process shaped by those who moved through it.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **HIST310**

Prereq: **None**

CHUM300 Black Phoenix Rising: Death and Resurrection of Black Lives

The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racism and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **SISP300, AFAM300**

Prereq: **None**

CHUM302 Alliances, Commons, and Shared Resources

Some resources are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, streaming video and music services, highways, computer platforms, and news reporting. This course studies methods of sharing resources including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, news and entertainment media, transportation, and communications should consider this course, as we will cover all of those topics and see their economic similarities.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON220**

Prereq: **ECON101 OR ECON110**

CHUM303 What If? Introduction to Counterfactual History

What if the Roman Empire had never collapsed? What if the South had won the Civil War? What if Hitler had never been born? To ask these questions is to delve into a new field of historical inquiry known as counterfactual history. In the last several decades, the exploration of "what if?" scenarios has become a notable phenomenon in Western culture. As seen in countless novels, films, television shows, comic books, plays, and historical essays, the question of how history might have been different has begun to fascinate audiences as never before. This course explores the rise of counterfactual history as a new force in contemporary

Western culture. After examining the emergence of counterfactual history against the background of recent political, cultural, and intellectual changes that have taken place in the West, we will investigate how "what if?" narratives help us better understand the larger dynamics of history. Counterfactual history, for example, can help us better grasp the deeper aspects of historical causality. Is history driven by great individuals or broad structural forces? If we remove Hitler from German history, do we still witness the rise of Nazism? Studying counterfactual history also helps us appreciate the complexity of drawing moral conclusions about historical events. We can only judge the wisdom of the United States dropping the atomic bomb on Hiroshima in 1945, for example, by contemplating what might have happened had it not been done. Finally, we will also explore how counterfactual histories shed light upon the workings of collective memory. What do accounts of what never happened tell us about the memory of what did? We will investigate these and other issues from a theoretical as well as from an empirical perspective, examining a wide range of academic scholarship on counterfactual history as well as primary examples of the genre from the realms of literature, film, and historiography. Our case studies will span many of the pivotal events of modern history, including the outbreak of the American Revolution, the Civil War, the rise of the Third Reich, the outbreak of World War II, the perpetration of the Holocaust, the dropping of the atomic bomb, and events of the post-9/11 world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

CHUM304 Britons and Other Life Forms

George Eliot wrote in *Middlemarch* that "if we had a keen vision and feeling of all ordinary human life, it would be like hearing the grass grow and the squirrel's heart beat, and we should die of that roar which lies on the other side of silence." This course will require us to think about the various ways in which writers conceive of and represent precisely our potential--or, as Eliot suggests, our inability--to comprehend "all" life, or even just "other" life forms. We will consider literary approaches to relationality, with an emphasis on 19th-century British literature: How do these writers envision the connections between individuals and organisms, and how do they conceive of intimacies, environments, and totalities? To what extent do they imagine themselves as able to represent those connections? And how to these understandings impact literary form and political understanding? We will focus on formal questions, such as those of protagonist and minor character, poetic "I" and listener, as well as on two major forces of 19th-century culture: an emergent social theory that tried to conceive of humanity in terms of communities, populations, and "social bodies," and an increasingly prominent science that was starting to think in terms of environments and ecologies (it's worth noting that the terms "environment" and "ecology" are 19th-century in origin).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL307**

Prereq: **None**

CHUM305 Matter, Community, Environment

In recent years, it has become increasingly difficult to consider human communities without also considering questions of "nature" or "environment." Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no "nature" or "society"--only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as "community" or "society") as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on "us" as humans in the first place but even outside a focus on

sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL302, SISP303, COL303**

Prereq: **None**

CHUM307 Anthropocene as Modern Grand Narrative

The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's system, and the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, *Sciences Module*, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism vs. uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **HIST382, SISP382**

Prereq: **None**

CHUM309 Truth and the Poet: Lyric Subjectivity from Dante to Dylan

Who is the poet? What is subjectivity? How do lyric works reify their own claims to truth? What is the role of the poet in society? This course examines the poet in relation to the history of subjectivity. We will explore how poetry--specifically lyric poetry--instantiates and validates subjectivity without deferring to empirical or objective truth claims. We will consider whether the history of the lyric can be read as a series of observations in phenomenology that answer directly to the theological turn in contemporary thought, and we will discuss the ways in which lyric subjectivity in particular challenges the boundary of human experience, logical argument, and empirical knowledge.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL309**

Prereq: **None**

CHUM310 French Crowds, Mobs, and Mobilities

Under the date of 14th July 1789, Louis XVI entered in his diary but one word: "Rien." That day, a crowd of sans-culottes flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a "foule," deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event onward, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union

demonstrations. How does "rien" become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why? Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major subversive events in French history from the 18th century to contemporary France: the French Revolution, Chouanneries, barricades and the Commune in Paris, and May 1968, but also colonial and immigrant demonstrations in France. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons with demonstrations across time and space, such as the "Arab Spring."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FIST310**

Prereq: **None**

CHUM312 Indigenous Religion and the New Age: Inspiration or Appropriation?

Is imitation the sincerest form of flattery? This course examines the way in which indigenous religious practices, images, and ideas become appropriated into New Age religion. In *GOD IS RED*, Native American philosopher Vine Deloria Jr. argued that indigenous religion is superior to western Christianity and the Christian West has much to learn from it, but many indigenous people understandably object when their practices are copied by outsiders, decontextualized, and used to make a profit. Where is the line between respectfully learning from and disrespectfully appropriating? Why are indigenous practices so appealing to the New Age? How do New Age desires intersect with the needs and desires of contemporary indigenous practitioners, as well as national legal structures and neo-liberal economies? What are the contexts within which decontextualized indigenous practices and ideas become re-contextualized as New Age? We will read and deconstruct the classic manifesto of New Age spirituality *THE TEACHINGS OF DON JUAN*, examine the Ayahuasca patent case, and consider questions of intellectual property, cultural appropriation, and spiritual tourism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **RELI312, AMST312**

Prereq: **None**

CHUM313 Concepts of Matter: A Brief Philosophical History of the Concept of Matter

In this course, we will explore changing notions of matter in Western thought from classical Greek thought through the quantum revolution in physics, and philosophical debates about their implications. We will begin with views of matter in Plato, Aristotle, and the ancient atomists and how they were interrelated with views of human beings: the devaluation of matter and the body in Platonist and Gnostic thought, the perhaps surprisingly positive attitude taken toward death without a hope of continued existence by the materialist Lucretius, and the appropriation of Aristotle's hylomorphic philosophy into Christian theology and scholastic science in the late middle ages. We will then look at the emergence of a conception of "material substance" in the 17th century, examining the differences between the mathematical formulations of Galileo and Descartes and those of atomists such as Gassendi. The remainder of the section will focus on the rise of materialism and reactions against it: Descartes and Hobbes on the question of whether human beings are merely machines, the Newton-Leibniz debate about the activity of God in nature, Laplace's demon and the deterministic interpretation of classical mechanics, and the 19th-century reactions of romanticism and spiritualism. Finally, we will examine the radical and counterintuitive changes in the notion of matter occasioned by quantum mechanics, as well as interpretations that put consciousness

and subjectivity back into the collapse of the wave function. We will consider whether contemporary physics really has the kind of notion of "material substance" needed for a traditional form of materialism before concluding with readings from philosophers and physicists in the recent revivals of dualism and panpsychism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL310**

Prereq: **None**

CHUM314 Ethnographies of Emerging Media

Emerging media, from social network sites to mobile phones, are reshaping many aspects of daily life, selfhood, and society, yet are often designed with elite, technically savvy users in mind. Whose social connections do "social media" articulate? What kinds of mobility are facilitated by laptops and smartphones? This seminar examines the implicit norms that shape technology design and use, especially dominant understandings of sociality and mobility. We will examine emerging social and mobile media through ethnographic, critical, and interpretive approaches from anthropology, science and technology studies (STS), and information studies, as well as feminist and queer theories. The course will emphasize theoretical and analytical tools to address topics such as mobility and disability, the materiality of information, networked forms of sociality and selfhood, digital divides and inequalities, transnationalism and place-making, virtual worlds, "big data," and design ethnography. We will consider emerging media practices in cross-cultural and transnational settings to examine the situated contexts of their design and use, while asking broadly what consequences these technologies have for our social worlds. This course requires intensive reading and writing, including a final project that can be undertaken in a variety of ways, such as an ethnographic or critical analysis of an emerging media practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

CHUM315 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians

This seminar investigates a unique "age of empires" in the wider Mediterranean world--the ninth century--during which imperializing political revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these "renaissances," we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return, specifically of Greek, Roman, and Persian imperial traditions. The course uses a workshop environment that relies on both collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations and a (in-translation) source-based research project.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL347, HIST327**

Prereq: **None**

CHUM316 City, Mobility, and Technology: Toward the Modern City in Spain

Movements, itineraries, encounters--these are some of the elements that have characterized modern literature. From the Baudelairean figure of the flâneur to the car chases of popular movies such as *Bullitt*, the city is described from a series of journeys that create a representation of urban space. However, these narratives reveal more than a personal account of the city: They show the urban

architectures that allow the movement in those spaces (paths, roads, lighting), and in doing so, they portray the development of the modern city. With this framework in mind, in this course we will analyze the construction of the modern city in Spain through literary and filmic texts. We will pay special attention to Barcelona and Madrid, but we will also look at how other international cities are perceived and represented in Spanish literature. In doing so, we will explore how these authors understand the modern city and, furthermore, the connections and influences among what we will call international hubs in a specific historical moment. Our journey will start in the 19th century with great novelists and essayists such as Leopoldo Alas "Clarín," Benito Pérez Galdós, and Mariano José Larra, and we will compare their conceptions of the city with those of poets such as Baudelaire. In their texts, we will see the construction of the industrial city and the conflicts that arise once the urban space becomes a mobile space, technologically and socially speaking. Then we move into the 20th century, and such authors as Federico García Lorca and Carmen Laforet will show us what it is like to be an stranger in the big city, a strangeness emphasized by the migratory movements that characterized the pre- and postwar era in Spain. And films including Luis García Berlanga's *Bienvenido, Mr. Marshall* and Alejandro González Iñárritu's more recent *Biutiful* will show us how the city grows outward fueled by capitalism, an economic system that leaves out those who do not inhabit the urban centers, such as the case of *Bienvenido*, or those who are exploited by it, as we will see in *Biutiful*. These fascinating narratives offer a very detailed portrayal of urban centers in Spain that will allow us to research their mobile nature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FIST262**

Prereq: **None**

CHUM317 Space and Materiality: Performing Place

Scenography explores and shapes the material world in and through the performative event. In site-specific performances, scenography transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and hands-on understanding of the material potential and limitations of the four key elements involved in the scenographic project--artistic design, the actor's body, local architecture, and time. This course is divided in four units: site-specific interventions; street performance; immersive theater; and theatrical apparatus. Each unit includes scholarly readings, assignments in performance and scenography, and a response paper. The final project for the course is a performance intervention devised for a particular site on campus that demonstrates the student's cumulative grasp of site specificity, scenography, and materiality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA357**

Prereq: **None**

CHUM318 Comparing Revolutions: The United States and Early Canada, 1774--1815

The American Revolution didn't just create the United States. Loyalists fled to British colonies in what would become Canada, while Native nations reasserted their sovereignty over ancestral homelands. British, French, American, and Indigenous peoples in North America expanded (or moved) west, established new communities, and struggled to retain (or create) new identities. Students in this seminar will read widely in the literature of the revolutionary era as it pertains to American, Canadian, and Native groups and will undertake specifically

comparative research as part of Professor Lennox's larger book project. What did Benjamin Franklin think of Montreal? Where did Iroquoia go after 1783? How did the creation of states such as Vermont compare to the division of Quebec the same year? What impact did David Thompson's exploration for the Hudson's Bay Company have on Lewis and Clark? By combining close reading of the most recent literature with in-depth exploration of primary sources, this seminar will encourage students to consider the Revolution as a continental rather than national event.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **HIST349**

Prereq: **None**

CHUM319 Zionism: A Political Theology

This seminar examines the political theology of Zionism by focusing on the intersections of secular aspirations and theological notions embedded in the ideology and practice of the national Jewish mission. To this end, the seminar is designed to explore the modern concept of political theology. In analyzing a range of selected primary and secondary sources, it will also bring this concept to bear on an understanding of the Zionist secular adaptations of theological concepts, such as heresy, faith, inner experience, and redemption. Finally, the seminar will focus on how this type of political-theology informed the national Jewish language, symbolism, literature, social institutions, and social and political imagination.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **RELI319, CJST319**

Prereq: **None**

CHUM320 Modern Intellectual History in Global Perspectives

Recently, postcolonial critics have urged historians to reconsider the emergence of ideas central to European intellectual history—including reason, society, and human rights—as part of a global process. In this course, we will explore intellectual history in dialogue with the non-West. Topics include the Enlightenment, romanticism, nationalism, modernity, and postmodernity. Discussions will address how these movements took shape through a series of cross-cultural exchanges and exclusions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **COL320, FGSS319**

Prereq: **None**

CHUM322 The Hope-lessness Photology of the Syrian Uprising

This course examines the Syrian uprising that started on March 15, 2011, and how photography can be produced to understand the social political factors in the creation of image language in "a hope-lessness photology." This course explores the trajectory of uprising through popular demonstrations and protest slogans in photography as the sine qua non of a new revolutionary and artistic language in Syria since 2011 so far. In addition, this course will provide a survey of the principles aesthetic and political dimensions through the study of thematic photography based on several critical approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

CHUM323 Necropolitics and Black "Fugitive" Politics

In his important essay interrogating the (im)possibility of black sociality, Fred Moten attempts to find an order of black social life which would unfold in the very confrontation between black (social) death and the law. However, as he argues, this form of black life would be "reducible neither to simple interdiction nor bare transgression." The form of black life that interests Moten is essentially one of "fugitivity." In a recent response to Moten's text, David Marriott worries that "by writing blackness as ceaseless futgitivity," Moten advances "a position in which blackness is only black when it exceeds its racial disavowal" and therefore blackness "can only be recognized as black in so far as it escapes the racism of its history." In this course, we will trace and follow the implications of Moten's intervention. More specifically, we will explore what forms and figures of sovereignty an aesthetics and politics of fugitive subjectivity could yield given that "black life" remains arguably the most precarious form of living under various contemporary "necropolitical" apparatuses of sanctioned racial exclusion, control, persecution and—in worse cases—genocide. Key figures will include Frantz Fanon, Achille Mbembe, Jacques Derrida, Michel Foucault, Jared Sexton, David Marriott, Fred Moten, Christina Sharpe, Saidiya Hartman, Alexander G. Weheliye, Elizabeth Povinelli, and Gayatri Spivak.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **PHIL355**

Prereq: **None**

CHUM324 Race and the Enlightenment: A Historical and Philosophical Enquiry

It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystalized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some the Enlightenment's most prominent thinkers into dialogue with the emergency of the concept of race theory. In particular, we will focus on the clash between the Enlightenment era's belief that "all men were created as equals" and the various ways that the Black African came to be studied within "natural history" and various philosophical models. This historical backdrop will lead us not only to a discussion of the economic imperatives of human slavery but to a series of contemporary reflections on the status of the Enlightenment put forward by postcolonial critics. Note: This class is offered in the context of the Wesleyan's Center for the Humanities' "Grand Narratives/Modest Proposals" theme and speakers series during the Spring 2018 semester.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, SISP324**

Prereq: **None**

CHUM328 Waiting: Bodies, Time, Necropolitics

This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understanding waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We

will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS329, SISP328**

Prereq: **None**

CHUM330 Women Make the World: Global Technologies and Gender

Women are only recently appearing as actors in global histories of technology, even though they have long been inventors and creative innovators in a wide range of fields from domestic textile production and technologies for household maintenance to industrial manufacture. Initially, scholars located women in relation to specifically gendered objects such as reproductive technologies such as the birth control pill and tools for "women's work" such as the washing machine. Yet, women have also made "masculine" technological work such as engineering and computer programming their own. Few individual women are credited for their inventions, and one of our challenges will be to locate women's creative production of technological tools and processes in diverse societies from the Americas, Europe, Africa, and Asia. What constitutes women's technology, even women's work, is an unstable category that we will unpack in this class. Moving beyond the domestic space and the family, women's technological work contended with new and emerging state projects related to the economy and politics. Women found their technological identities entangled with discourses of state building and, increasingly, after the end of the Cold War, with narratives about international development. These histories of the state overlapped with the domestic, and, over the course of the semester, we will engage with women's global technological stories in relation to big questions about the family, sexuality, and gender and labor. In turn, these same histories will allow us to unpack the ways in which women have engaged with state and international discourses on the economy and development.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

CHUM332 Musical Mobility in America: Diasporas, Migrations, Borderlands

The United States has always been a nation of people on the move, by choice or through pressure. The three headings of diasporas, migrations, and borderlands summarize a complex, interlocking, and often volatile set of flows. In all cases, music plays a key role in defining, expressing, and encapsulating the individual and collective aspirations, fears, experiences, and sensibilities that mobility induces and engages.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **MUSC267**

Prereq: **None**

CHUM334 Entertaining Social Change

How has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that artists, songwriters/performers, radical historians (working with cartoonists), and moviemakers have developed to entertain Americans--teach them, fascinate them, move them,

persuade them, provoke them, make them laugh--so that Americans will be more inclined to entertain social critique. We will explore the popularizing (and the selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics (Woody Guthrie/protest folksingers); folk-rockstars such as Crosby, Stills, Nash, and Young, Jackson Browne, Ani DiFranco, and Father John Misty; the political development of hip-hop (Gil Scott-Heron, NWA); politically edgy comedy (Lenny Bruce, Jon Stewart, Stephen Colbert); and movies (Malcolm X, Straight Outta Compton, No, Network, Where to Invade Next, Matewan, Wall Street, The Big Short).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST315, ENGL309, FGSS315**

Prereq: **None**

CHUM338 You, Me, We, Them: A History of Comparison in a Globalizing World

Race, nation, religion, and civilization represent some of the most powerful axes of identification by which humans over the past three centuries have known, embraced, incorporated, marginalized, and persecuted others. Yet each of these terms came to indicate very different referents in the shift from the medieval to the modern. Following experiences of European imperialism and non-European resistance, acceptance, and accommodation, postcolonial cultures drew on Western and indigenous traditions to know themselves and their place in a gradually globalizing set of political, economic, and epistemic orders. In this interdisciplinary seminar, we will critically examine personal and social dynamics of comparison in three broad historical periods. First, using sources from Mughal India, medieval England, and the Ottoman empire, we will consider examples of how premodern communities engaged in acts of comparison to know the natural, human, and superhuman worlds (a distinction based on a necessarily questionable comparison). Second, through materials generated during the European age of discovery and empire, the seminar will explore how "modern" paradigms--informed by Western Christian and European-originated science--reshaped Indian, English, and Turkish worldviews. This occurred not simply because the taxonomical categories changed but because the very nature of comparison and classification shifted to modes that emphasized singularity, individuality, and nonambiguity. Meanwhile, new ideals of human belonging relied on emergent notions of inclusivity and tolerance. Finally, while globalization appears to both erase boundaries through transnational and cross-cultural flows of culture and capital, it has also served the interests of those seeking a deeper reinscription (or imagined reinscription) of differences. Thus, the seminar concludes with a set of theoretical reflections on comparison that are considered in light of specific postcolonial societies and their endeavors to define themselves and the larger world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Prereq: **None**

CHUM340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

Hannah Arendt's *Eichmann in Jerusalem* (written at Wesleyan's Center for Advanced Studies in 1962) is often reduced to the easily misunderstood phrase "the banality of evil." This seminar will seek to account for the explicit and implicit theoretical claims of Arendt's work. The course will be divided into two parts: In the first, we will explore in-depth *Eichmann in Jerusalem* and its controversial reception in conjunction with Arendt's evaluation of the faculty of judgment as elusive yet decisive in establishing a viable moral philosophy after Auschwitz. We will conclude our study of Arendt with her lectures on Kant's *Critique of the Power of Judgment*, a work that she treats not as Kant's aesthetics but rather as his (unwritten) political philosophy. The second part of the seminar will be dedicated to literary depictions of trials and/or texts that have themselves a trial-like structure. Our literary case studies include texts by Kleist, Kafka,

and Peter Weiss. The ultimate purpose of the seminar is to study and critique procedural (and this includes literary and juridical) evaluative mechanisms that allow the truth of inhuman acts to come to light. Thus, we will examine the rules, procedures, and language games that are instrumental in making ineffable events appear.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **GRST340, COL340**

Prereq: **None**

CHUM341 Global Histories: Problems in Scale, Scope, Depth, and Time

How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST315**

Prereq: **None**

CHUM342 Knowledge, Race, and Justice: A Transhistorical Perspective

This course examines the relation between the production of knowledge and discourses of race/alterity in three significant historical moments: during the 16th-century expansion of Spain into the Americas, during the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca's discussion of the "affairs of the Indies," undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework within which the question of the status of the indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups, this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States. Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **AFAM342, HIST346**

Prereq: **None**

CHUM346 Digital Humanities: Intellectual Encounters in the 21st Century

Tweeting, Tumblr, blogs, and social media are changing the way that intellectuals produce, disseminate, discuss, and archive their work. This course will explore new modes of intellectual production and dissemination in theory and practice to explore and evaluate the ways that these forms are changing intellectual production (if indeed they are). The course combines two distinct components: attendance at the Center for the Humanities weekly Monday Night Lecture series, and faculty and weekly discussion meetings. The lectures will serve as content to be discussed, disseminated, and archived using such forms as Twitter, Tumblr, and class blogs. Then we as a class will evaluate these artifacts in terms of efficacy, depth, and appropriateness to the subject under consideration. Students will learn strategies for informed live tweeting, editorial oversight of academic discussion forums, academic blogging, and other new media.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **COL346**

Prereq: **None**

CHUM348 Representing Gender in Politics and the Media

This course examines the representation of gender in media coverage of politics. The course begins with political theory literature on the act of representation. What does it mean to represent someone? Political scientists have considered substantive and descriptive representation, among other types. Under what circumstances is one approach preferable for representing gender? How might these concepts be linked? The course extends these questions to the realm of news media, investigating differences in how female and male politicians are portrayed in the media, how viewers and readers react to these portrayals, and how politicians themselves attempt to craft a gender strategy that will enable their political success. The course examines these issues in cross-national perspective with the goal of understanding how representations of gender vary according to cultural context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **GOVT292, FGSS347**

Prereq: **None**

CHUM350 The Affective Power of Music

Hope," Johann Mattheson tells us, "is a raising of the spirits. Despair, however, is a depression of the same. These can be very naturally represented with tones, especially when other factors such as tempo contribute their part." When Mattheson penned these words in the early 18th century, he was contributing to a growing body of theory known as the Affektenlehre, or the doctrine of affections in music. The aim of this hopeful Enlightenment project was to specify how, exactly, musical tones were able to evoke basic emotions in listeners. For Mattheson, the project was straightforward: use tones in a way that is directly homologous to the operation of the "animal spirits" within the body. Although Mattheson's ideas--and the Affektenlehre in general--faded into obscurity by the early 19th century, the notion that music has a power to touch our emotions has persisted from antiquity to the present day. This course will explore the sound world of various moments in intellectual history in an effort to understand how theory and aesthetics have adduced music as a chief progenitor of basic affects such as hope, fear, despair, and joy. In addition to the Affektenlehre, we will explore classical warnings about the power of music, medieval accounts of music's ability to afford religious transport, the use of music in the theoretical work of the Frankfurt School (including its important role in Ernst Bloch's Spirit of Utopia), and selected writings from the recent "affective turn." Together we will discover how the nondiscursive medium of musical tones has been used to speak so eloquently on the basic forms of human feeling.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

CHUM352 The Politics of Death: The Living, the Dead, and the State

This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **HIST318**

Prereq: **None**

CHUM354 Hope and Hopelessness in an Age of Mass Incarceration

The United States incarcerates more people than any other country in the world. Over 2 million people are caught in the criminal justice system today. A disproportionate number of those incarcerated are people of color, particularly black, Latino/a, and indigenous men. Women, too, are a growing part of the prison population, as are queer, transgender, and gender-nonconforming people. Young people, particularly impoverished black youth, are funneled into correctional supervision through the school-to-prison pipeline. For many people in the country today, avoiding prison seems hopeless. This interdisciplinary course, grounded on philosophical reflections on hope, liberty, respect, and exclusion, will critically explore the moral, psychological, ethical, social, and political issues raised by mass incarceration in the United States. We will be particularly interested in whether and under what conditions hope is possible for those marginalized under the carceral system.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **PHIL354**

Prereq: **None**

CHUM356 Queer Necropolitics

Since the 1980s AIDS epidemic, the politics of death have been central to queer conceptualizations of identity, selfhood, and community. Queer writers reflecting upon the early AIDS years often express a sense of ambivalence about their own survival in the midst of their friends and family dying with impunity. At the same time, queer studies scholars have argued that the AIDS epidemic literalized long-existing forms of symbolic death experienced by queer people. Indeed, the idea that "social death" is a precondition for queer identity has been taken up by many scholars across fields, especially at sites of intersectionality between sexuality, race, and class. In this course, we will explore the concept of necropolitics as it pertains to queer communities and ideologies. We will examine sites of literal queer death, through the history of the AIDS epidemic, the emergence of hate crime statutes, incidences of transphobic/homophobic violence, and the disproportionate incarceration of queer people of color. We will also examine sites of symbolic queer death, through the discourses of citizenship and belonging, criminalization, civil rights and exclusions. Concepts covered will include: Michel Foucault's work on biopolitics, Sarah Schulman's idea of homophobia as a pleasure system, Jose Esteban Munoz's work on queer futurity, Lee Edelman's work on queerness as the Freudian death drive, Judith Butler's work on the value of queer lives, Jasbir Puar's work on homonationalism and debility, and the burgeoning field of queer (in)humanism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AMST356**

Prereq: **None**

CHUM362 Television Storytelling: Consuming Darkness

This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling, on the one hand, and for viewer practices and subjectivities, on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the downbeat tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and sociocultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **ANTH361, FILM362, AMST362**

Prereq: **None**

CHUM366 The Sounds of Black and Brown Performance

This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL363, THEA366, AFAM362**

Prereq: **None**

CHUM367 Ethics and Literature

P. B. Shelley's claim that "the great instrument of moral good is the imagination" lacks the 20th-century pessimism of his inheritor, W. H. Auden, who wrote that "poetry makes nothing happen." Beginning from this disagreement about the influence of creative work on social and material relations, this course will explore the ethical effects of aesthetic production. Drawing on a historically broad set of readings--from the Enlightenment and Romantic period through the 21st century--we will look at how writers and philosophers have addressed the relationship between literary and cultural works and moral transformation. These works help us examine how, as Wittgenstein puts it "words are also deeds.

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ENGL**
 Identical With: **ENGL365**
 Prereq: **None**

CHUM368 Comparative Philosophy

This seminar will explore the substantive and methodological issues that arise when one takes seriously the idea that philosophy has been, and continues to be, practiced within multiple traditions of inquiry, in many different ways, and in many different languages. We will examine and critique some of the ways in which "comparison" has been used, as well as examine arguments that comparison across traditions is, in fact, impossible. Although most of our attention will be focused on written academic research, we will also attend to the challenges and benefits of interacting directly with philosophers in other countries and cultures.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-CHUM**
 Identical With: **CEAS258, PHIL337**
 Prereq: **None**

CHUM370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

This course uses recent scholarship on spectatorship and popular culture to interrogate the production and reception of "popular" black performances and representations within and beyond the United States. With special attention to the historical context in which these black cultural products are created, disseminated, and received, we focus on the social spaces, local contexts, temporal conditions, and embodied acts within which these case studies emerge and examine the political implications of their consumption and sustainability. Central to our investigation will be a consideration of the ways in which the terrain of "the popular" is inextricably linked to issues of aesthetics, appropriation, authenticity, circulation, community, globalization, identity, marginalization, meaning-making, and power. Case studies will include historic and contemporary examples from theater, dance, film, music, media, and the visual arts.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-CHUM**
 Identical With: **THEA370, AFAM370**
 Prereq: **None**

CHUM372 Literature and Visual Culture in Shakespeare's England

This interdisciplinary course explores the relationship between literature and visual culture as conceived and developed by poets, playwrights, and painters of the English Renaissance. We will examine the relationship between the word and the image in a broad range of texts including aesthetic treatises, poems, plays, and court masques and consider how they influenced and were influenced by contemporary visual culture. Equal attention will be paid to the production and reception of the verbal and visual field: How did poets, playwrights, and painters conceive and materially produce the relation of the verbal to the visual in their respective media? And how was this relation, in turn, received by readers, audiences, and spectators? Several trips to Olin Library's Special Collections will allow us to see firsthand how early printed books materially shaped their meanings, both verbally and visually. Topics covered will include iconoclasm and iconophobia, the tradition of ut pictura poesis (as is painting, so is poetry), the paragone (competition or comparison) between the verbal and visual arts, visual poetics and rhetorical tropes (e.g., ekphrasis, enargia, hypotyposis), the gendered discourse of "face-painting" (portraiture, cosmetics), and the influence of visual culture on dramatic literature and stagecraft.

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ENGL**
 Identical With: **ENGL372**
 Prereq: **None**

CHUM381 Student Fellowship

The student fellowship entails full participation in the lectures and colloquia. Student fellows read, hear, and converse on the common themes. They are to work on their research projects and give a presentation to the Center for Humanities fellows.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-CHUM**
 Prereq: **None**

CHUM384 The Contemporary Stage and the Antitheatrical Prejudice

Theater has always hosted a broad array of arts disciplines: dance, literature, music, the visual arts, and, most recently, film and the digital moving image are commonly incorporated on the theatrical stage. Regardless, the lingering assumption that theater is irrevocably anchored in a dramatic text resulted in the classification of the emerging theatrical forms of the late 20th century as "performance," rather than as "theater" per se. The theoretical foundation of this course will be what Erika Fischer-Lichte has called "the performative turn." We will consider theater as event as we examine its mobility across arts disciplines. Theater's defining characteristic lies in the verifiable autonomy of a production's "performance text," not the written one, but the live and kinesthetic "text" that engages the actors' bodies and design elements in time and space.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-CHUM**
 Identical With: **THEA325**
 Prereq: **None**

CHUM401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.
 Offering: **Host**
 Grading: **OPT**

CHUM402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.
 Offering: **Host**
 Grading: **OPT**

CHUM407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
 Offering: **Host**
 Grading: **A-F**

CHUM408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
 Offering: **Host**
 Grading: **A-F**

CHUM409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.
 Offering: **Host**
 Grading: **OPT**

CHUM410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.
 Offering: **Host**

Grading: **OPT**

CHUM411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHUM412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHUM420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CHUM491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CHUM492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CENTER FOR THE STUDY OF PUBLIC LIFE (CSPL)

CSPL127 Introduction to Financial Accounting

In this course, students learn how accountants define assets, liabilities, revenues, and expenses and where those items are placed in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting numbers that appear in financial statements for inventories, depreciation, and leases; the choices given to firms in their reporting of those items; and how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Firms' filings of financial statements and note disclosures with the SEC are examined throughout the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON127**

Prereq: **ECON101 OR ECON110**

CSPL140 Thinking with Things

This course explores the ways in which we think and act in relation to things. At times provocations for thought, at times emotional companions or functional collaborators, things are not only symbolic carriers of the values and meanings that we assign, but are also actors with agency and subjectivity. We critically consider the implications of this and the role of things in a variety of contexts from the historical to the emotional to the socio-cultural to the sacred. The course considers how we make, use and consume things and how, in turn, things

make, use and consume us. Trans-disciplinary in its orientation, this course draws insight from anthropology, cultural studies, philosophy, material studies, art, and design. We will examine a number of projects dealing with objects and these will serve as inspirational, theoretical, and methodological models for the projects students will develop over the course of the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CSPL**

Prereq: **None**

CSPL201 Foundations of Civic Engagement

The promise of democracy is that citizens can act together to shape the conditions of their collective lives. This class examines that promise, focusing on the ways in which civic engagement can contribute to its realization. We examine civic engagement both as a theoretical perspective on citizen participation and an active practice. What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civil society generally? What role should experts play in democratic politics, and how can expertise be squared with democratic equality? What, if any, responsibility does the University have to promote civic engagement?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT346**

Prereq: **None**

CSPL202 Introduction to Design Thinking: Liberal Arts to Epic Challenges

Human-centered design or design thinking taps the creativity and diversity of a team to develop solutions to complex problems, following careful observation to gain the human perspective of a problem. Increasingly, this methodology is at the center of innovative practices in business, nonprofits, and governments. It can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. Many of the disciplines that comprise the liberal arts education are valued sources of perspective and ideas contributing to solutions. The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then encouraging diverse imaginations to create rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. Although the methodology is called "design thinking," the approach is used in designing experiences, services, and organizations, as well as objects. No design background is required. The class sessions will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with faculty members from other disciplines and designers who have worked on significant engagements for social change. Design thinking can be a purposeful link to the application of other disciplines to real-world problems, including anthropology, and behavioral economics. An optional field trip is planned to work through a problem in the IBM Design Studio in New York City.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL206 Group Psychology in Politics: Local, State, and National Perspectives

This course is an introduction to the use of group dynamics to understand the deep personal and systems-level issues at play in the body politic. This framework is applicable at the local, state, national, and international levels. Often, if not most of the time, these issues play an outsized role in any public policy initiative, debate, vote, action, deliberation, and discourse—though they are rarely acknowledged. This class will examine group dynamics as it is practiced in the field of organizational development (OD), a branch of organizational

psychology used to implement cultural changes across social systems. The application of OD to politics is not widespread, but its tools are useful in understanding the dynamics in political situations and in the understanding of how power is exercised. The course will introduce concepts in open systems theory and will introduce three models to "hold the data" in our case studies: the Burke-Litwin Model, BART, and GRPI.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL210 Money and Social Change: Innovative Paradigms and Strategies

How do people make decisions about using their money for social change? Where will it have the most impact? When do shifts in the rules or the use of capital create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens--analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like collective impact--how does our perspective on capital shift? As a part of this unique course, students will work through an active process of selecting a set of nonprofits in and around Middletown to which, as a class, they will actually grant a total of \$10,000.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL215 Human-Centered Design for Social Change

Design thinking is the way the creative mind approaches complex problem solving. Increasingly, it is at the center of innovative practices in business. Yet it can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. This course will introduce a number of ways to understand how to use this method and will apply it to a number of real-world examples as team work in class. Invited designers who have worked in the field in the United States and in other countries will lead several sessions. An individual project will require fieldwork and will constitute the demonstration of mastery. This course explores the techniques of human-centered design and design thinking for approaching social challenges ranging from election processes to subsistence challenges in impoverished rural populations. The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then using creativity to make rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high-level policy influences for social change. The class session will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with designers who have worked on significant engagements for social change.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL220 Participatory Design: From Helping to Solidarity

As artists and designers increasingly turn their efforts to altering conditions for the vulnerable and oppressed, stubborn questions arise around the ethics of engagement. Socially engaged projects seek meaningful change, yet often discourage dissent, reify privilege, remain agnostic about outcomes, and do little to alter larger, structural inequalities. Artists and designers can easily exit projects deemed failures and write these off as learning experiences. Moving from one social injustice to the next, crises and suffering become "sites" from which to develop serialized projects. Armed with empathy and expertise, but with little local knowledge, these practitioners struggle to form equitable relationships with partners and collaborators. This course will examine a range of

projects initiated by artists and designers and will challenge the idea that helping is beyond reproach. The course asks how artists and designers might better situate themselves as allies through developing practices that foster solidarity, exercise humility, and distribute agency.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL240 Nonprofits and Social Change

This course explores the world of nonprofits and how they help (or don't help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center's concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; and (3) discussion with leaders of that nonprofit.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **SOC242**

Prereq: **None**

CSPL250 Topics in Journalism: Introduction to Data Journalism

This course serves as an introduction to the field of data journalism. Students will learn to apply the processes of a data scientist to journalism using the R software platform. Through case studies and practical assignments, students will gain knowledge of data journalism's rich history and potential, while practicing modern, hands-on methods in acquiring, exploring, analyzing, and reporting about data. By the end of the course, students will be able to produce polished data stories and be prepared to continue pursuing their interests in either journalism or data science.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **QAC250, WRCT250**

Prereq: **None**

CSPL250D Topics in Journalism: Writing (and Arguing) About Inequality: How to Make Your Case

In this nonfiction seminar, students will explore how to write about social issues by identifying inequity, understanding the logic and rhetoric used to both defend and criticize it, and developing their own skills to effectively communicate their opinion. Modeled after journalistic work, the course will also develop students' abilities to conduct first-person research and observation and then translate them into written form for use in nonfiction. We will also explore questions of authenticity, voice, and dominant narrative, allowing students to examine what it means to write about communities other than their own--and the issues implicit in doing that work. Work from across the political spectrum will be addressed.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250D**

Prereq: **None**

CSPL250E Topics in Journalism: War Stories-Fact, Memory, & Imagination: Conflict Reporting & Literature of War

War stories occupy a unique place in public life. They reflect on a nation's character in ways that many other stories don't. They are also notoriously

slippery, especially when told and retold back home. Yet even when we doubt them, war stories are endlessly rich in high-stakes human drama. From the Iliad and the Bible to the videotaped beheadings of ISIS hostages in Iraq, these tales and images grab our attention and don't let go. This course will have dual aims: to help students understand how journalists have historically covered conflict and how that work is done today; and to explore war stories, both fictional and journalistic, with special attention to style, technique, narrative coherence, reliability, and the relationship between facts and truth. Our conversations will be guided by an emphasis on the complex and shifting relationships between combatants, journalists, and other kinds of storytellers and the role of perspective in war reporting. Who is telling the story, and how does the narrator's experience influence what she sees and recounts? War correspondents have an important responsibility to hold governments and militaries accountable. Yet it's worth asking whether war stories can ever be truly "objective"--and even whether they should be. We'll look closely at the way contemporary journalists cover war, the practice of "embedding" reporters with military forces, and how the expansion of propaganda and "information warfare" have changed and complicated the work of war reporting. In an age of instant messaging and online news, battlefield correspondents find themselves grappling with spin at a dizzying pace. The avalanche of information and disinformation has coincided with an acute dearth of resources to support foreign reporting, particularly by traditional media outlets in the United States.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250E**

Prereq: **None**

CSPL250F Topics in Journalism: Journalism, Nonfiction Writing, and the Search for Truth

Journalism is a kind of nonfiction writing about the present, in the service of the public. Journalists seek to give an accurate depiction of the world around us--the hell of war, the horror of poverty and exploitation, the beauty of art and dance, the delight of travel. All too often, especially in today's world of wonks and publication at the speed of Twitter, journalism falls short of describing the world with accuracy--sometimes because of deliberate distortion, personal or political; sometimes because of a failure to do adequate research; and sometimes because it isn't always easy to give a fair description of the truth. Truth can be a slippery thing--there can be many competing versions. Who is to say which version is right? This course will examine examples of journalism and other nonfiction writing that do an exemplary job capturing the world and reporting the "news." It will also examine and dissect articles where writers have fallen short. We will discuss methods, tools, and strategies for trying to depict the world truthfully--interviews, investigative reporting, document searches, and pursuing conflicting voices and viewpoints. We will also explore personal memoirs and the tensions between being faithful to memory and being faithful to truth. In this course, we are likely to examine truth, fairness, and distortion when it comes to writing about economics and labor issues and abuses.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250F**

Prereq: **None**

CSPL250G Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news--it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of *IN COLD BLOOD*, which he first published as a series of articles in *THE NEW*

YORKER in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point--but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250G, ENGL257**

Prereq: **None**

CSPL250H Topics in Journalism: Writing Op-Ed Pieces and Political Essays

This course offers practice in writing op-eds and political essays in short and long forms. This class may be of interest not only to writers but also to students studying political science, history, economics, ethics, sociology, or an interdisciplinary field, such as American studies. The main goal of this class is teaching students how to engage in debate in the public sphere over the major themes and issues of our time. Other than an intense reading schedule and a writing workshop, the other major component will be guest speakers. They include journalist, essayists, and scholars working in their fields but with an authoritative presence in the public sphere.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250H**

Prereq: **None**

CSPL250J Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news--it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of *IN COLD BLOOD*, which he first published as a series of articles in *THE NEW YORKER* in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point--but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them. The course will be taught by Steve Almond, the 2016--17 Koepfel Journalism Fellow. He has been an investigative journalist in Miami and El Paso and is an award-winning writer of nonfiction and fiction. He is the author of eight books, including several *New York Times* bestsellers, and is currently teaching narrative journalism at the Nieman Foundation at Harvard.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250J**

Prereq: **None**

CSPL250K Topics in Journalism: Writing, Wit, and the Natural World

This course will engage students as readers and writers of essays, opinion pieces, and long-form articles about the natural world. We live in the shadow of climate change and the sixth great extinction event. So when is outrage effective, and when does wit or irony allow a writer to find a more persuasive voice? What's the role of objectivity in a world where everybody seems to be shouting? We will consider the work of such writers as Gerald Durrell, David Quammen, Elizabeth Kolbert, and Peter Matthiessen. Students will also write regularly and collaborate together in class to critique and improve one another's work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250K**

Prereq: **None**

CSPL262 Introduction to Social Entrepreneurship

This is an intro-level crash course in social entrepreneurship. We will start by defining social entrepreneurship, then we will explore the tactics and tendencies of successful social entrepreneurs. We will partially incubate a real social enterprise, learning by doing. Each session will be a combination of lecture, group work/discussion, and in-class presentations. This course will be useful for students who want to think critically about how social change happens, launch their own projects or ventures, innovate solutions to social and environmental problems, hone their activism, and/or build practical skills. Although it is introductory level, it will be useful for students already involved with social impact organizations or entrepreneurial enterprises.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL264 Patricelli Center Fellowship I

The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not. Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community. This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL265 Patricelli Center Fellowship II

The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not. Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community. This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **CSPL264**

CSPL269 Race, Incarceration, and Citizenship: The New Haven Model

This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven, Connecticut. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM269, ANTH269, AMST268**

Prereq: **None**

CSPL280 Nonprofit Boards: Theory and Practice I

This course will focus on the nonprofit sector, with special emphasis on the role of nonprofit boards of directors. Course time will be spent on literature about the history and purpose of the nonprofit sector, comparison to the government and public sector, and the purpose/function of nonprofit boards of directors. As part of the course, students will work directly with a local nonprofit--students will participate as a non-voting member of the board of directors and complete a board-level project for the organization.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL281 Nonprofit Boards: Theory and Practice II

This course will focus on the nonprofit sector, with special emphasis on the role of nonprofit boards of directors. Course time will be spent on literature about the history and purpose of the nonprofit sector, comparison to the government and public sector, and the purpose/function of nonprofit boards of directors. As part of the course, students will work directly with a local nonprofit--students will participate as a non-voting member of the board of directors and complete a board-level project for the organization.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL302 Senior Seminar for Civic Engagement Certificate**

In this partial-credit seminar, the candidates for the Civic Engagement Certificate will acquaint each other with their particular interests in and commitments to civic engagement. Under close faculty supervision, the participants will organize the course as a collaborative undertaking. Meeting biweekly, they will revisit the readings from the Foundations of Civic Engagement (CSPL201) course, discussing them in light of their subsequent course work and practical experiences in engagement. At the end of the semester, each student will make a formal presentation to the group, the faculty sponsors of the certificate, and invited guests.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **SBS-CSPL**Prereq: **CSPL201****CSPL320 Collaborative Cluster Initiative Research Seminar I**

This course will supplement the seminars providing historical and cultural background of the prison system in the United States. The emphasis will be on the practical application of topics engaged in the other seminars and contemporary concerns related to the prison system in the United States. We will follow current debates at both the national and state level, including legislation, media, and university initiatives. Students will also visit local sites. Speakers will visit the class to share their experiences and expertise. Students will conduct individual research projects and present them in workshop fashion.

Offering: **Host**Grading: **A-F**Credits: **0.50**Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL321 Collaborative Cluster Initiative Research Seminar II**

Students participating in the Collaborative Cluster Initiative will take this course in the spring semester. They will continue with projects started in the fall semester. This is a continuation of CSPL320.

Offering: **Host**Grading: **A-F**Credits: **0.50**Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL330 Policy and Strategy in War and Peace**

This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy makers, strategy, and war interact, while honing their critical thinking and writing.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL333 Music Movements in a Capitalist Democracy**

This course will focus on music movements that have used the presentation, expression, and production of music and music events to facilitate sociopolitical transitions. The vital context of these movements is the United States in particular, where the speed and power of commerce, as well as the concentration of capital, present unique opportunities for progressive values and goals in music. We will look at huge events such as the Newport festivals, Woodstock, Michigan Womyn's Music Festival, Lillith Fair, and Bonaroo, and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller, grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and "Americana" venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **None**Prereq: **None****CSPL337 Practicing Democracy**

Organizing can make a difference in addressing major public challenges that require civic action, especially by those whose voices will lead, by identifying, recruiting, and developing more leadership; building community around that leadership; and building power from the resources of that community. In this course, each student accepts responsibility for organizing constituents to achieve an outcome by the end of the semester. As reflective practitioners, students learn from critical analysis of their leadership of this campaign. We focus on five key practices: turning values into motivated action through narrative; building relationships committed to common purpose; structuring leadership collaboratively; strategizing to turn resources into the power to achieve outcomes; and turning commitments into measurable action enabling learning, accountability, and adaptation.

Offering: **Host**Grading: **A-F**Credits: **1.50**Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL341A Topics in Education, Innovation, and Entrepreneurship:****Transformative Practices in School Reforms**

This seminar provides students the opportunity to explore critical topics within the school reform movement; be introduced to perspectives from a diverse group of stakeholders (e.g., CEOs, administrators, lawyers, parents, students, authors, scholars); work closely with the professor to further investigate one of the course topics in-depth, and present/disseminate their own conclusions and recommendations to an external audience.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-CSPL**Prereq: **None****CSPL341B Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education**

This seminar focuses upon educational innovation and entrepreneurship as a form of social entrepreneurship, some of society's greatest challenges in education. Students will survey critical issues in contemporary education and explore innovative and entrepreneurial efforts to address these issues. Learners will explore how diverse education startups, non-profit organizations, and non-governmental organizations, individuals and grassroots groups, K-12 schools, universities, foundations, professional associations and others are responding to

these issues in innovative ways. As the course progresses, students will explore the roles of foundations, corporations, and government policies and regulations upon educational innovation and entrepreneurship. As part of this course, learners will work individually or in groups to research solutions to a pressing contemporary educational challenge and propose or pitch a means of addressing that challenge through social entrepreneurship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL341C Entrepreneurship in Education: Past, Present, and Future

Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurship and the more recent emergence of social entrepreneurship. Furthermore, the course examines the current debates in the United States about the engagement of business with education, addressing such concerns as the proper role of risk, profit motives, privatization, and neoliberalism. The New Orleans public school system will serve as a case study for investigation in this discussion. Students will better understand the entrepreneurial personality, the sources of innovation, and the promise and pitfalls of entrepreneurship in public K-12 schooling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL341D Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective

Entrepreneurial ideas in education invariably raise rich questions of policy and law. Innovations in the public schools, such as charter schools, the use of student test scores (e.g., value added modeling) to evaluate teachers, and alternative pathways to the profession (e.g., Teach for America) engender deep debate and discussion in policy and legal circles. This course will explore (from both a law and policy lens) the various education reform ideas that have been instituted or debated and characterized as innovative or entrepreneurial. The course material will be framed in a way to be accessible to those with a general interest in the area of education but without a background in law and policy per se. The course will draw heavily from guest lecturers and entrepreneurs working in the field.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL366 A History of Incarceration in the United States

This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST366**

Prereq: **None**

CSPL368 Incarceration and American Literature

This course offers a consideration of the image of imprisonment in American literary and cultural expression and its relation to the history of corrections and criminal justice in the United States and to prominent ideas about democracy, freedom, and citizenship.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL368**

Prereq: **None**

CSPL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSPL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSPL411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSPL419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CSPL420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CSPL491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CSPL492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CHEMISTRY (CHEM)

CHEM118 DNA

This course provides an interdisciplinary view of the DNA molecule and its impact upon medicine, law, philosophy, agriculture, ethics, politics, and society at large. The course has two parts. In the first part, we will learn the chemistry and physics of DNA and the processes by which the information stored in DNA is expressed. In the second part of the course, we will discuss what DNA has done and still can do for us—for example, treat and prevent genetic diseases, improve our food through genetic engineering, achieve criminal justice through genetic fingerprinting, understand the evolutionary origin of humans, and enrich our

idea of what it is to be human. The course assumes basic knowledge of chemistry and biology at the general high school level. Independent exploration and inquiry are encouraged.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease

This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B119**

Prereq: **None**

CHEM120 Science and Humanity

This course will provide an introduction to the important concepts of writing in science. We will discuss the major components of scientific writing while viewing scientific issues from an analytical and interdisciplinary perspective. We will discuss contemporary problems influenced by technological advantages and the effects they have on science and humanity. This course assumes basic knowledge in chemistry and biology at the high school level.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM125 Chemistry and Society

An introductory course for non-science majors emphasizing the role of chemistry in environmental and technological problems of concern to society such as air and water pollution, current energy sources and alternatives, nuclear chemistry, household chemicals, pharmaceuticals, plastics and recycling, and food and agriculture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM132 Seminars in Physical Science

Each student will give one 50-minute talk on a topic they choose in chemistry, physics, astronomy, or mathematics. Students will consult with the instructor on the choice of their topic and in the organization of their presentation. Possible topics might include (chosen at random): the origin of the periodic table; the transition from alchemy to chemistry; cold fusion; various Nobel Prize in Chemistry or Physics topics; dark matter, dark energy; the nature of galaxies; why stars shine; the roles of amateurs in modern astronomical research; visualizing the fourth dimension; Einstein's "greatest blunder"; Bose-Einstein condensates; the race toward absolute zero; the interaction of radiation and matter; the Heisenberg Uncertainty Principle; how prime numbers are used in cryptology; the discovery of C60; the list is almost inexhaustible.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM141 Introductory Chemistry I

This course emphasizes rigorous descriptive reasoning. While intended for students with little or no previous background in chemistry, the course is taught at a relatively high level. The topical coverage emphasizes the relationships between electronic structure, chemical reactivity, and the physical properties of the elements and their compounds.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM142 Introductory Chemistry II

This course is a continuation of CHEM141. CHEM152, the associated laboratory course, may be taken concurrently. The lab should be taken by those who plan to take more than one year of chemistry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM141**

CHEM143 Principles of Chemistry I

An introduction to chemistry intended for motivated students with a solid high school chemistry background and exposure to calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. This course will focus on the concepts of equilibrium, thermodynamics, and kinetics with applications. This course provides the best basic foundation for further study of chemistry and is strongly recommended for chemistry and MB&B majors. CHEM143, with CHEM144, satisfies premedical general chemistry requirements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM144 Principles of Chemistry II

This second semester of the general chemistry course is recommended for science students. The focus of the course is the fundamentals of structure and bonding, with an emphasis on predicting reactivity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM143**

CHEM152 Introductory Chemistry Laboratory

This course provides an introduction to the application of chemical concepts in the laboratory. The course will focus on practical aspects of fractional distillation, qualitative inorganic analysis, and synthesis of inorganic compounds. It should be taken by those who plan to take more than one year of chemistry.

Offering: **Host**

Grading: **A-F**

Credits: **0.25**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM241 Informal Science Education for Elementary School Students I

This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required

to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CHEM242 Informal Science Education for Elementary School Students II

This service-learning course will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM250 Pre-Organic Chemistry: Key Concepts and Fundamental Principles

This course is designed to assist students in the transition from CHEM 142 & CHEM 144 to CHEM 251. This course will review key General Chemistry concepts and apply them to organic molecules. Thematic presentation of material will use visual lecture and demonstration methods, small-group problem solving, peer-group workshops and lecture format. A broad understanding of Organic Chemistry terminology, structures, nomenclature, applications and basic concepts will provide students with a firm foundation for success in CHEM 251.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM142 OR CHEM144**

CHEM251 Principles of Organic Chemistry I

This course offers an introduction to the chemistry of carbon compounds with emphasis on the relationship between structure and reactivity. The laboratory course CHEM257 is normally elected concurrently but is not required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM142 OR CHEM144**

CHEM252 Principles of Organic Chemistry II

This course is a continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course CHEM258 is normally elected concurrently but is not required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM251**

CHEM254 Honors Organic Chemistry

This course is a honors level continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course CHEM258 is normally elected concurrently but is not required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM251**

CHEM257 General Chemistry Laboratory

Normally taken along with CHEM251, this course provides laboratory work in quantitative chemical procedures and introductory chemical laboratory practices. This course is required by most medical, dental, and veterinary schools and is a prerequisite for CHEM258.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM141 AND CHEM142 AND CHEM152) OR (CHEM143 AND CHEM144 AND CHEM152)**

CHEM258 Organic Chemistry Laboratory

This course presents laboratory techniques of organic chemistry.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM251 AND CHEM257)**

CHEM307 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B307, CHEM507, MB&B507, PHYS317, PHYS517**

Prereq: **None**

CHEM308 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B308, CHEM508, MB&B508, PHYS318, PHYS518**

Prereq: **None**

CHEM309 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined,

and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B309, CHEM509, MB&B509, PHYS339, PHYS539**

Prereq: **(CHEM251 AND CHEM252)**

CHEM314 Environmental Chemistry

This course is designed for students with college-level general and organic chemistry background. Examples of topics to be covered include energy production and consumption, chemical pollution and environmental clean-up, among others. Analysis and criticism of environmental literature are included.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM141 AND CHEM142 AND CHEM251 AND CHEM257) OR (CHEM143 AND CHEM144 AND CHEM251 AND CHEM257)**

CHEM320 Scientific Research Ethics

This course involves critical consideration of the ethical issues that arise in the conduct of scientific research. The course will begin with an overview of the ethical issues commonly encountered in research, including what is and is not an ethical issue and how ethical issues are dealt with in principle and in practice. Initial topics include record keeping, conflict of interest, responsible authorship, ownership of projects, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management and distribution. The course proceeds to consider a series of case studies based on instances in the recent scientific literature in which ethical problems were encountered.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM520**

Prereq: **None**

CHEM321 Biomedical Chemistry

This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B321**

Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

CHEM325 Introduction to Biomolecular Structure

This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic

acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B325**

Prereq: **[MB&B181 or BIOL181] OR [MB&B191 or BIOL191]**

CHEM337 Physical Chemistry I: Quantum Mechanics and Spectroscopy

A rigorous introduction to quantum mechanics, this course covers wave mechanics, operator methods, matrix mechanics, perturbation theory, angular momentum, molecular vibrations, atomic and molecular structure, symmetry, and spectroscopy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM141 AND CHEM142 AND MATH121 AND MATH122) OR**

(CHEM143 AND CHEM144 AND MATH121 AND MATH122)

CHEM338 Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics

This course investigates chemical aspects of statistical mechanics and the laws of thermodynamics including free energy, chemical potential and chemical equilibria, and rates of chemical reactions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(MATH121 AND MATH122 AND CHEM141 AND CHEM142) OR**

(MATH121 AND MATH122 AND CHEM143 AND CHEM144)

CHEM340 Physical Chemistry IV: Introduction to Quantum Chemistry

This course is an introduction to modern concepts of atomic and molecular quantum mechanics, molecular orbital theory, and qualitative and quantitative concepts of molecular electronic structure. The second half of the course will emphasize numerical calculations with commonly used approximations in many electron calculations on atomic and molecular systems using currently popular computer programs.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM337 OR PHYS214**

CHEM341 Physical Chemistry IVB: Quantum Chemistry

This survey of lab initio electronic structure theory studies basis sets, many-body perturbation theory, coupled cluster theory, and density functional methods. These methods will be applied to molecular geometry optimizations, calculations of vibrational frequencies, NMR spectra, and thermochemistry including transition states for chemical reactions. The thermochemical methods covered include the complete basis set (CBS) models.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM337 OR PHYS214 OR [PHYS315 or PHYS515]**

CHEM342 Molecules to Medicine

This course will explore the process of drug development, including target selection, lead discovery using computer-based methods and combinatorial chemistry/high-throughput screening, organic synthesis, bioavailability, clinical trials, and other factors (some economics and politics) involved in bringing a drug

to the marketplace. Critical consideration of the variables to contend with at each step will be described and discussed, including aspects of research ethics and patent law. The basic science of molecular recognition, computer-aided drug design, and the role of factors from synthetic chemistry to toxicology will be presented. Case studies of the development of drugs recently successful in making the journey from molecule to medicine will be discussed, as well as the story of some that did not, and why. Emerging new design strategies such as fusion-protein therapies, CRISPR technology, and enhanced use of rational design and combinatorial methods will be emphasized, and how pharmaceutical research is evolving in the postgenomic era, particularly with biologics. Job opportunities in the pharmaceutical industry will be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM141 and CHEM251**

CHEM353 Applications of Spectroscopic Methods in Organic Chemistry

The use of NMR infrared and mass spectroscopy in structure determinations will be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM251 AND CHEM252)**

CHEM358 Structure and Mechanism

This course will cover several important aspects of traditional and contemporary physical organic and mechanistic chemistry, including frontier molecular orbital theory and pericyclic reactions, organic photochemistry reactive intermediates (carbocations, carbanions, radicals, and carbenes), the thermodynamics and kinetics of organic reactions, and polymer chemistry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM251 AND CHEM252)**

CHEM359 Advanced Organic Synthesis

The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide advanced undergraduate and graduate students in chemistry with a sufficient foundation to comprehend and use research literature in organic chemistry. Concentrating on the most important reactions and efficient synthetic methods used for organic synthesis, this course presents the material by reaction type. The planning and execution of multistep synthesis will also be included.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM361 Advanced Inorganic Chemistry

This course is a survey of the chemistry of the inorganic elements, focusing on the relationship between electronic structure, physical properties, and reactivity across the periodic table.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM252**

CHEM375 Integrated Chemistry Laboratory I

This advanced laboratory course in chemistry involves work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental.

Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM251 AND CHEM252 AND CHEM257 AND CHEM258)**

CHEM376 Integrated Chemistry Laboratory II

This advanced laboratory course in chemistry involves work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM375**

CHEM377 Chemistry of Materials and Nanomaterials

This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **PHYS377**

Prereq: **CHEM251**

CHEM379 Nanomaterials Lab

This course will be a combination of weekly lecture and laboratory exercises designed to introduce students to new developments in the chemistry of materials and nanomaterials. Concepts and theoretical background will be discussed during weekly lectures. Students will then apply those concepts to the preparation of materials/nanomaterials in weekly lab sections. Students will synthesize quantum dots, build solar cells, pattern surfaces using both photolithography and soft lithography, make conductive carbon nanofiber films, prepare high-temperature superconductors, and learn scanning probe microscopy techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM257 AND CHEM258)**

CHEM381 Physical Chemistry for the Life Sciences

The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of

physical chemistry in the life sciences with an emphasis on spectroscopy and microscopy. Theory, methodology, and biophysical concepts are distributed throughout the course and are presented in the context of case studies including respiration, light harvesting and photosynthesis, ATP hydrolysis, NAD/NADH redox, energy transfer, FRET spectroscopy, with an emphasis on single molecule as well as ensemble experiments and their interpretation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B381, MB&B581**

Prereq: **(CHEM141 AND CHEM142 AND MATH117 AND CHEM251) OR (CHEM143 AND CHEM144 AND MATH121 AND CHEM251)**

CHEM382 Practical NMR

This course will cover how a spectrometer works as well as the theory and application of NMR experiments. The topics will include one-dimensional proton and heteronuclear experiments as well as decoupling. The course will begin with how the spectrometer works and how data processing is carried out, as well as how to calibrate the spectrometer and shim the magnet. The one-dimensional TOCSY and NOESY experiments will then be covered. The course will also cover heteronuclear and homonuclear two-dimensional NMR experiments. The experiments will include two-dimensional DQF-COSY, TOCSY, NOESY, and ROESY proton experiments as well as heteronuclear experiments to correlate the chemical shifts of protons and heteronuclei, as well as how to select heteronuclear resonances on the basis of the number of directly attached protons. The course will consist of lectures as well as a laboratory component in which the Mercury 300 will be used to obtain data that will be analyzed using the methods developed in the lecture part of the course. This course is specifically aimed at general users of the Mercury spectrometer who wish to learn how to carry out and analyze advanced one-dimensional and two-dimensional NMR experiments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B382**

Prereq: **None**

CHEM383 Biochemistry

This introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure of proteins and the basis of enzymatic activity, cellular metabolism and the generation and storage of metabolic energy, and general principles of the biosynthesis of cellular components.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B383**

Prereq: **(CHEM251 AND CHEM252)**

CHEM385 Advanced Biochemistry: Enzyme Kinetics

This course presents an introduction to the theory and practice of enzyme kinetics, both steady-state and presteady-state.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B385**

Prereq: **[CHEM383 or MB&B383]**

CHEM386 Biological Thermodynamics

This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B386**

Prereq: **(MATH121 AND MATH122)**

CHEM387 Enzyme Mechanisms

The chemical mechanisms involved in the action of a series of typical enzymes will be considered.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B387**

Prereq: **[CHEM383 or MB&B383]**

CHEM390 Practical Methods in Biochemistry

This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein. The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B340**

Prereq: **[MB&B208] OR [CHEM383 or MB&B383] OR (CHEM144 AND MATH122) OR (PHYS111 AND PHYS112) OR CHEM338**

CHEM395 Structural Biology Laboratory

One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by x-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, enzyme extraction, and column chromatography. The course will provide hands-on experience

with spectroscopic methods such as NMR, fluorescence, UV-Vis absorption, and Raman as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B395, PHYS395**

Prereq: **([MB&B208 or BIOL208] AND CHEM141 AND CHEM142) OR ([MB&B208 or BIOL208] AND CHEM143 AND CHEM144)**

CHEM396 Molecular Modeling

The theory behind molecular modeling techniques will be discussed, along with hands-on experience using HyperChem. Techniques such as energy minimization, Monte Carlo, molecular dynamics, Brownian dynamics, and quantum simulations will be discussed in detail. Relevant statistical mechanical concepts will be reviewed. Algorithms, implementations, limitations, and problems associated with existing modeling techniques will then be examined. Theory and implementation of selected free-energy simulation techniques will be discussed. Hands-on session using HyperChem on a 486-PC will involve direct application of techniques such as performing EM on a molecule of choice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM596**

Prereq: **CHEM337**

CHEM401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CHEM408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CHEM409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CHEM420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CHEM421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

CHEM422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

CHEM423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CHEM492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CHEM495 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

CHEM496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

CHEM500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who

have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&E500, BIOL500, ASTR500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None**

CHEM501 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM502 Individual Tutorial for Graduates

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM504 Selected Topics, Graduate Science

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

CHEM507 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM307, MB&B307, MB&B507, PHYS317, PHYS517**

Prereq: **None**

CHEM508 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM308, MB&B308, MB&B508, PHYS318, PHYS518**

Prereq: **None**

CHEM509 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis)

and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM309, MB&B309, MB&B509, PHYS339, PHYS539**

Prereq: **(CHEM251 AND CHEM252)**

CHEM511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM519 Structural Mechanisms of Protein-Nucleic Acid Interactions

This course focuses on recent advances in the understanding of the structural basis of the recognition of nucleic acids by proteins. Macromolecular systems to be discussed include site-specific DNA endonucleases, topoisomerases, the histone fold, helicases, site-specific recombinases, nuclear RNA-protein complexes, tRNA-binding proteins, and the ribosome.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B519**

Prereq: **(CHEM251 AND CHEM252)**

CHEM520 Scientific Research Ethics

This course involves critical consideration of the ethical issues that arise in the conduct of scientific research. The course will begin with an overview of the ethical issues commonly encountered in research, including what is and is not an ethical issue and how ethical issues are dealt with in principle and in practice. Initial topics include record keeping, conflict of interest, responsible authorship, ownership of projects, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management and distribution. The course proceeds to consider a series of case studies based on instances in the recent scientific literature in which ethical problems were encountered.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM320**

Prereq: **None**

CHEM521 Chemistry Symposia I

Weekly seminars by distinguished national and international chemists.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CHEM522 Chemistry Symposia II

Weekly seminars by distinguished national and international chemists.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CHEM540 Physical Chemistry IV: Advanced Quantum Chemistry

This course covers electron wave function theory, operator formalisms and second quantization; fundamentals of restricted and unrestricted Hartree-Fock theory; electron correlation methods; pair and coupled pair theories; many-body perturbation theory; and coupled-cluster theory. This course is suitable for advanced graduate students in physical chemistry and chemical physics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **CHEM340 OR [PHYS315 or PHYS515]**

CHEM541 Physical Chemistry IV: Quantum Chemistry

Second half of the semester, computer lab.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **CHEM337 OR PHYS214**

CHEM545 Modern High-Resolution Spectroscopy

This is a graduate-level lecture/discussion course in selected topics in modern high-resolution spectroscopy. Topics to be covered include microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules, and vibrational normal mode analysis. While there are no formal prerequisites for this course, a working knowledge of quantum mechanics will be assumed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

CHEM547 Seminar in Chemical Physics

Weekly seminars presented jointly with the Department of Physics under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **PHYS587**

Prereq: **None**

CHEM548 Seminar in Chemical Physics

Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **PHYS588**

Prereq: **None**

CHEM549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHEM557 Seminar in Organic and Inorganic Chemistry

This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CHEM558 Seminar in Organic and Inorganic Chemistry

This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CHEM561 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **OPT**

CHEM565 Physical Methods in Chemistry

An introduction to the use of physical methods to characterize the structures and dynamics of chemical systems with a particular emphasis on applications in inorganic chemistry. Topics will include a variety of spectroscopies (e.g., optical absorption, circular dichroic techniques, infrared and Raman spectroscopies, NMR techniques), small molecule X-ray crystallography, and magnetic susceptibility measurements. Group theoretical techniques will be used extensively to develop selection rules.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM361 OR CHEM337**

CHEM587 Seminar in Biological Chemistry

This course involves weekly presentations and discussions based on current research.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B587**

Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208) OR [CHEM383 or MB&B383]**

CHEM588 Seminar in Biological Chemistry

This course involves weekly presentations and discussions based on current research.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B588**

Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208) OR [CHEM383 or MB&B383]**

CHEM596 Molecular Modeling

The theory behind molecular modeling techniques will be discussed, along with hands-on experience using HyperChem. Techniques such as energy minimization, Monte Carlo, molecular dynamics, Brownian dynamics, and quantum simulations will be discussed in detail. Relevant statistical mechanical concepts will be reviewed. Algorithms, implementations, limitations, and problems associated with existing modeling techniques will then be examined. Theory and implementation of selected free-energy simulation techniques will be discussed. Hands-on session using HyperChem on a 486-PC will involve direct application of techniques such as performing EM on a molecule of choice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM396**

Prereq: **CHEM337**

CHINESE (CHIN)

CHIN101 Chinese Character Writing

This course supplements Elementary Chinese I (CHIN103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered. This is required for students who will be taking CH 103

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN102 Chinese Character Writing

This course supplements Elementary Chinese I (CHIN103) and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN103 Elementary Chinese I

This course is an introduction to modern Chinese (Mandarin), both spoken and written. Class meets daily, five hours a week. Regular work in the language laboratory is required. Students with significant experience speaking Chinese (any dialect) at home should enroll in CHIN105, not CHIN103. All students in CHIN103 are required to additionally enroll in CHIN101, Chinese Character Writing, as a writing lab course. Credits will be received for CHIN103 when you successfully complete CHIN104.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN104 Elementary Chinese II

Continuation of CHIN103, an introduction to modern Chinese, both spoken and written.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN103**

CHIN105 Elementary Chinese for Heritage Learners

This course is for students who have family backgrounds in Chinese language. It is appropriate for students who are already familiar with basic speaking and have excellent listening comprehension of any dialect of Chinese but cannot read or write. The course focuses on teaching students how to read and write Chinese characters. After this course, most students should be able to continue in second-semester Intermediate Chinese II (CHIN206) or Third-Year Chinese (CHIN218).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN205 Intermediate Chinese I

This course continues an intense and engaging level of practice in listening, speaking, reading, and writing Chinese from CHIN103 and 104. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN104**

CHIN206 Intermediate Chinese II

This course continues all-round practice in listening, speaking, and writing Chinese from CHIN205. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN205**

CHIN217 Third-Year Chinese I

Third-year Chinese is designed for advanced beginners who have a firm grasp of the Chinese language but a limited opportunity to expand vocabulary and fluency. The fall semester will cover three major topics: China in change, short stories, and Chinese idioms and popular rhymes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN206**

CHIN218 Third-Year Chinese II

A continuation of CHIN217, the spring semester will cover the following topics: dining and pop music in China, business in China, Chinese movies, modern Chinese literature, and Chinese media.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN217**

CHIN221 Fourth-Year Chinese I

The content of this course includes representative works by a variety of modern and contemporary authors, as well as newspaper articles and television shows. The course will be conducted entirely in Chinese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN218**

CHIN222 Fourth-Year Chinese II

The content of this course includes representative works by a variety of modern and contemporary authors, as well as newspaper articles and television shows. The course will be conducted in Chinese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN221**

CHIN230 Contemporary Society in China

This is an advanced language course in which students learn by reading and discussing the articles online on various current topics. Topics include culture, academic subjects, and controversial issues. Students will learn specific vocabulary of these topics to further understand the culture and social development of China. By the end of the course, students will have improved their oral and writing proficiency in professional use of the Chinese language.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CHIN351 Classical Chinese Philosophy: Chinese Lab

This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205. Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Identical With: **PHIL251**

Prereq: **None**

CHIN401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CHIN408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CHIN409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CHIN419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CHIN420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CHIN465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

CHIN466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

CHIN491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT****CHIN492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT**

CLASSICAL CIVILIZATION (CCIV)

CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus

This course is a detailed analysis of three important myths from classical antiquity: the stories of Prometheus, Persephone, and Dionysus. Students will examine literary and visual representations from antiquity and also consider how these myths live on in the Western tradition.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****CCIV118 The Fall of Rome and Other Stories**

The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"—one of the most persistent stories in history—using the very texts in which it was first articulated. We will work with a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea—to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Crosslisting**Grading: **Cr/U**Credits: **1.00**Gen Ed Area: **HA-COL**Identical With: **COL118**Prereq: **None****CCIV153 Single Combat in the Ancient World**

This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CLAS**Identical With: **ARCP153**Prereq: **None****CCIV170 Rome and the Caesars**

The Roman world changed irrevocably with the establishment of the Augustan principate (i.e., when Augustus became first emperor, 27BCE–14CE). But it was only after Augustus' death that the consequences of his reforms became apparent. Rome suffered a turbulent century under a succession of emperors, variously represented as mad, bad, and dangerous to know. In this course we will study the period through contemporary or near-contemporary texts in an attempt to analyze the demoralization of the traditional Roman ruling classes and the slide into autocracy. We will examine the characters and policies of emperors from the period and will discuss the rise of a celebrity culture and the increased importance of public spectacles and entertainments. We will also look at modern portrayals of the period in visual media (e.g., art, TV, movies).

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****CCIV201 Art and Archaeology of the Bronze Age Mediterranean**

This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we will explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we will survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CLAS**Identical With: **ARHA202, ARCP201**Prereq: **None****CCIV202 Greek Drama: Passions and Politics on the Athenian and Modern Stage**

This course will introduce students to Greek drama as produced in its original setting and adapted in modern times. Most of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, Euripides, and comedies by Aristophanes along with selections from Aristotle's *POETICS* and Plato's *REPUBLIC*. We will consider issues such as, How does theater as an artistic medium reflect the personal, social, religious, and political life of the Athenians? Is there a connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for the characters and for the audience, and why have we been talking about catharsis for centuries? What is the relationship among the emotions, politics, and justice? We will finish the course by turning to adaptations of Greek tragedy in the 20th and 21st centuries. These will include works by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber, through which we will examine how the emotions and dilemmas of tragedy are replayed and revised in response to World War II and the South African Truth and Reconciliation Commission.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-CLAS**Identical With: **THEA202**Prereq: **None****CCIV204 Approaches to Archaeology**

Archaeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some

cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP204, ANTH204, ARHA201**

Prereq: **None**

CCIV205 Introduction to Classical Mythology

In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of the creation, we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images—creating mythologically literate students. As that analogy implies, we will also analyze myth as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV212 Politics and Piety in Early Christianities

The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI215, MDST215**

Prereq: **None**

CCIV214 Survey of Greek Archaeology

This course introduces the art and archaeology of Greek civilization from Mycenaean palaces of the Bronze Age, to tombs of warriors and battlefields of Marathon, through the theatrical and political centers of democratic Athens. Throughout the semester we will survey the major archaeological sites (civic and cultic) for each period and study development of sculpture, painting, ceramics, and architectural trends in light of political (propaganda!) and social changes. More than a tour of monuments and mosaics, however, this course will show students how to interpret and apply literature, material science, anthropology, and art history to address archaeological questions, and to consider the relationship (ancient and modern) between social trends and material evidence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARHA203, ARCP214**

Prereq: **None**

CCIV217 Philosophical Classics I: Ancient Western Philosophy

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL201, COL359**

Prereq: **None**

CCIV220 Homer and the Epic

In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ENGL219**

Prereq: **None**

CCIV221 Roman Law

In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire and to introducing students to the process of "thinking like a lawyer."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **HIST290**

Prereq: **None**

CCIV223 Survey of Roman Archaeology and Art

This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the archaeological evidence illustrating the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA207, ARCP223**

Prereq: **None**

CCIV227 Ancient Laughter

Are we hard-wired to laugh? Could we have told a joke to an ancient Roman? Did the ancient Greeks think the same things were funny? Would they scoff at

a "dirty" joke? Are puns universal, and universally terrible? This course will seek to examine the basis for Greek and Roman humor through a close examination of its humorous texts and the contextualizing voice of scholars on the Greco-Roman world. What we will discover in this course is that many of the modes, topics, techniques, and aims of comedy most familiar to us were employed by the ancient Greeks and Romans; often our own version owes a substantial debt to theirs. Comedic literature will also offer us a unique look at Greek and Roman culture, set as it is--much like our own comedy and satire--in a skewed version of everyday "reality." This course will be organized into three main units, structured around three main modes of ancient comic literature: dramatic comedy (the precursor to modern situation comedy), satire (a forerunner of stand-up comedy), and comic narrative (the wellspring of the comic novel). At the end of the course, we will return to three masterpieces in each mode--Aristophanes, *THE FROGS*; Juvenals, *SATIRES*; and Petronius, *SATYRICON*--and apply the critical tools we have developed to a richer analysis of the interaction between these texts and the society of readers and authors that produced them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV229 Ancient Monuments: Landscape, History, and Memory

In this course, we will examine some of the most renowned sites from Greek and Roman antiquity, such as the Parthenon and the other monuments on and near the Athenian Acropolis, the Colosseum and Forum in Rome, and Pompeii. The aim is to get a broad understanding of their significance, and so the sources will include ancient texts, modern scholarship and travel narrative, and visual representations such as drawings and photographs. Because the course is connected to a theme of "shifting landscapes," we will pay particular attention to the ways in which the ancient sites interact with their surroundings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Identical With: **ENVS229**

Prereq: **None**

CCIV231 Greek History

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS**

Identical With: **HIST204**

Prereq: **None**

CCIV232 Roman History

This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS**

Identical With: **HIST205**

Prereq: **None**

CCIV234 Art and Society in Ancient Pompeii

This seminar surveys the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and student research presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from their participation in local politics and government, to their religious beliefs and lives, to the interior decoration of their homes and their burial customs.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARHA225, ARCP234**

Prereq: **None**

CCIV244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt

This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we will examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP244, ARHA219**

Prereq: **None**

CCIV250 Ancient Rome: From Hut Village to Imperial Capital

This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome's principal monuments, and analysis of modern archaeological and sociological studies. It should be of interest to students from a variety of disciplines including history, art, architecture, social studies, religion, and archaeology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS, HA-CLAS**

Identical With: **ARCP253, ARHA250**

Prereq: **None**

CCIV257 Plato's REPUBLIC

The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of *The Republic* alongside various

perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on *The Republic* primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the *Republic* in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by *The Republic*.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL303, COL341**

Prereq: **None**

CCIV271 Roman Self-Fashioning: Poets and Philosophers, Lovers and Friends

With the descent into chaos of the Roman Republic and the emergence of the emperor as autocratic ruler at the head of the state, Roman social order and its system of personal relationships experienced a crisis. These circumstances are reflected in the literature of the period, which shows a fascination with unconventional styles of life and codes of behavior and a constant recourse to those situations in public and private life where the individual's relationship to the social order was negotiated and exhibited. Among the topics we will examine in the writings of some of the major authors of the period will be the literature of love and the role of the lover; parasites, patronage, and friendship; banquets and dining; the good life and personal contentment (and discontent); and the struggle for individual integrity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV275 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the sixth century)--the period known as late antiquity--the Roman West presents a fascinating picture of cultural change. In this course we will study the period (fourth to sixth century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity--especially the changes to the city of Rome--and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **RELI274, HIST250, MDST275**

Prereq: **None**

CCIV281 Gender and Sexuality in Ancient Greek Culture

In this course we will examine the construction of gender roles in ancient Greece and approach gender as an organizing principle of private and public life in ancient Greek society. Using literary, scientific, historical, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties, the law court, and the theater. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course. We will end by looking at how ideas about sexuality in classical antiquity were used in *ROMER V. EVANS*, otherwise known as the 1993 Colorado Gay Rights Case.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS, HA-CLAS**

Identical With: **FGSS281**

Prereq: **None**

CCIV283 Off with its Pedestal! The Greek Vase as Art and Artifact

This course explores the dual role of the Greek vase--as objet d'art and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We will look at rip-offs, knock-offs, and how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation. The course will include work with 3D scanning and digital optimization, as well as the construction of a virtual museum exhibit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP285, ARHA204**

Prereq: **None**

CCIV290 Beware the Ides, Beware the Hemlock: Roleplaying Crisis in Ancient Greece and Rome

The Thirty Tyrants have at long last been expelled from Athens, and now it is up to you and your closest friends and enemies to determine the future of the greatest city-state in the Mediterranean. The conspiracy of Catiline has been uncovered, and the fate of the conspirators and of Rome rests in your hands. Two decades later, the dictator Julius Caesar has been assassinated, and it falls upon you to negotiate the Senate to decide what the People of Rome should do. Students will play in a number of "Reacting to the Past" scenarios set in ancient Greece and Rome--becoming stakeholders in these world-changing crises as they fight, speak, study, sweet-talk, and coerce their way to power over their classmates, be they allies or adversaries. This course is suitable for students of all interests and backgrounds and will offer opportunities to develop writing public-speaking, critical thinking, and persuasion skills.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV304 Medieval Archaeology

This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field.

Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA218, MDST304, ARCP304**

Prereq: **None**

CCIV324 Tales of Hope or States of Delusion? Utopias, Past and Present

Utopias are imaginary places that offer freedom, equality, and happiness—or so they promise. In this course, we will look at different visions of utopian living: What kinds of longing and impulses do these utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness, if they are built on strict programs of biological, psychological, and social engineering? When does one person's utopia become another's dystopia? We will turn first to ancient Greek poetry and philosophy—Homer, tragedy, comedy, and Plato—to trace the beginnings of utopian thinking and the promises that it makes. In the last part of the semester, we will look at how these early seeds of utopia are recast and developed in later and contemporary literature, theory, and film including Thomas More's *UTOPIA*, Yevgeny Zamyatin's *WE*, and B. F. Skinner's *WALDEN TWO*; selections from T. Adorno, E. Bloch, and F. Jameson; films such as *1984*, *Gattaca*, and *Her*, and select episodes from *Pushing Daisies*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV327 Dangerous Acts: Transgression and Collective Feeling in Greek Drama

The first plays in the history of theater are a form of mass entertainment in democratic Athens—full of action, music, and dancing. At the same time, they stage transgressive acts, such as murder and illicit sex, that raise questions for their audiences about warfare, gender relations, and the assessment of responsibility, guilt, and justice on both the personal and the collective level. This course will involve reading the Greek plays along with ancient critical works and modern adaptations to consider questions such as, How do the Greek plays engage their audiences intellectually and emotionally, aesthetically and ideologically? How do ancient poets and philosophers evaluate audience responses and theater itself? How do contemporary dramatists stage the ancient plays to thrill and challenge modern audiences? During the second part of the semester, we will collaborate with an accomplished actor and director from New York City to stage one of the Greek plays. We will collectively edit the text to create our script, do character studies, and work on blocking and acting techniques. Questions that we address in the first part of the course will inform our practice to help us inhabit the world of the play and give it new life.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

CCIV328 Roman Urban Life

What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups,

and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **HIST249, ARCP328**

Prereq: **None**

CCIV329 Roman Villa Life

This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP329**

Prereq: **None**

CCIV341 Visualizing the Classical

This project-based learning course integrates archaeology, classical texts, and the technologies of virtual construction to rebuild the material remains of the ancient world. Student teams will draw upon theories of urban design, engineering, and performance theory to create a material or virtual reconstruction of a classical built environment or object. Through the reconstruction of such spaces, we will explore how the ancient builders and craftsmen—through landscape, sound, light, functionality/monumentality, and spatial relationships—shaped the experience of the ancient viewer. The course is divided into three modules. The first module will use case studies to survey the principles of archaeological reconstruction and explore the concepts and language of design and planning used by archaeologists and design specialists. These case studies will range from Greek and Roman temples, to city blocks and houses, to public spaces for entertainment or governance. In the second module, a series of technology workshops and in-class projects will give students hands-on training in the analytical mapping, modeling, interpretive, and reconstructive approaches such as ArcGIS, CAD, Sketchup and 3D printing. This practical training will form the foundation for the third module, during which student teams will apply these technologies to collaborate on the reconstruction of an ancient built environment or object. During this section of the course, students will discuss and collectively troubleshoot the problems of design and reconstruction they encounter as they go. Students will present their work at the end of the course, and discussion will focus on the insight that the process of reconstruction has offered into principles of ancient design and the values of ancient communities. This seminar will be of interest to students with experience in classical studies, archaeology, studio arts, and digital design.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP341, ARHA205**

Prereq: **None**

CCIV393 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CEAS340, FIST290, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

CCIV401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CCIV404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CCIV407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CCIV408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CCIV409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CCIV420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CCIV465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

CCIV466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

CCIV491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CCIV492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COLLEGE OF EAST ASIAN STUDIES (CEAS)

CEAS155 Fictional Japan: Introduction to Japanese Literature and Culture

This course will explore the evolution of Japanese fictional narrative, from Japan's first encounter with "modern" literary forms in the late 19th century to postmodern digital discourses advanced through anime and gaming. In so doing, we will discuss the ways in which Japanese theories of literature intersect with notions of national identity, modernity, and Westernization. How does the Japanese novel participate in the modern process of nation building, and how is it used to situate Japan's position in East Asia and the world? We will also consider fictional works from marginalized groups in Japan to address how notions of gender and ethnicity serve as an intervention into traditional discourses on Japanese literature. Finally, we will explore new iterations of Japanese fiction in the form of digital media and database narratives. Does advanced technology fundamentally change how we produce and consume narratives and, therefore, view the world around us? How do these new forms impact constructions of national history and identity? Is this phenomenon somehow unique to Japan, or a simple product of globalization?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS160 Social and Political Changes in Korea

Korea is currently the only divided country in the world, with two different political systems--democracy and dictatorship. This course explores developments on the Korean peninsula in the modern to contemporary period. We will examine social change, demography, culture, politics, and economy, as well as various social and cultural issues facing Korean society today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-CEAS**Identical With: **GOVT280**Prereq: **None****CEAS165 Anthropology of Contemporary Chinese Art**

This course will survey the contemporary Chinese art world from an anthropological perspective. It puts the accent back on China to survey the course of modernization in an ancient art tradition. Beginning in 1930, Chinese artists developed new forms of artistic practice, organization, and expression in a process of creative diversification that leads directly to the profusion of styles and expressions we see today. We will examine the historical and cultural impetus for modernization in the Chinese art world: the complicated initial engagements with Western art; the effects of politicization of the art world under the Chinese Communist Party (CCP); the spirited and complex development of visual art during the reform period; and, finally, the effects of Chinese artists' gradual entry into the international art world. Our focus on Chinese concerns including painting from life, figure drawing, line vs. chiaroscuro, realism, folk arts, and the importance of heritage will orient our survey and keep us focused on the Chinese rather than international art world. The style of the course will be syncretic: Materials from anthropology, art history, and history, as well as images from comics, design, photography, and, of course, painting, will be presented in a rich cultural context. Readings from the anthropology of art, on art in contemporary and traditional China, and on history will help us develop an idea of the way that artistic practices help form an art world. Students will gain a deeper understanding of the native background for the current craze for Chinese art in the West as well as the ability to discuss art worlds and relations between art worlds with different aesthetic systems. No knowledge of Chinese or Chinese history is required for this course.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ANTH**Identical With: **ANTH245, ARHA255**Prereq: **None****CEAS166 Understanding the Arts of Imperial China: Content and Methods**

With its long history and diverse culture, Imperial China was known for its rich and complex traditions in art. From the magnificent terracotta warriors and splendid court paintings to delicate blue-and-white porcelain, these artworks not only testify to the complexity of the society that produced them, they also suggest visual principles and ideological premises by which they can be understood. This course offers an introduction to the important roles that art played in the society of Imperial China and discusses their visual principles and ideological premises so we can comprehend the artworks themselves. By examining three large groups of artworks from Imperial China--ritual objects and monuments from the early periods, courtly paintings and calligraphy from the middle periods, and commercial goods of factory art from the late imperial periods--we will look at the relationship of form and content, the materiality of artworks, questions of the artist's agency, and the context in which artworks were produced, transmitted, and consumed. The goal of this course is to encourage interest in the arts and culture of Imperial China as well as basic issues in the field of art history.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA182**Prereq: **None****CEAS167 Goddesses and Heroines: Images of Women in the Art of China and Taiwan**

This course examines the history of visual representations of women in China and Taiwan from the 12th to the early 20th century. During this period, images

of women increasingly appeared in the art of China and Taiwan as guardians and advocates for the weak and the suffering, as well as political or moral allegories. These mythical and legendary figures, such as Guanyin, Mazu, and Nie Xiaoqian, empowered both women and men who were in poverty, peril, or despair. Their heroic and divine images combine traits of feminine qualities highlighted in a male-chauvinistic tradition and symbols of a mega-being beyond any gender-specific definition. By tracing the formation and transformation of images of women in the art of China and Taiwan, this course will explore three themes: (1) the development of female cults in the visual cultures of China and Taiwan; (2) the relationship of feminine representation, human morality, and divine power in Chinese and Taiwanese societies; and (3) the negotiation of political and cultural identities in these societies through the appropriation of female images. The goal of this course is to offer students contextualized knowledge about women's roles in the arts and visual cultures of China and Taiwan.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA278, FGSS279**Prereq: **None****CEAS168 Art of No-Return: Modern and Contemporary Chinese Art**

With record-breaking auction prices, often in the millions for a single work, modern and contemporary Chinese art has captured international attention over the past two decades. These works, often flamboyant and contentious, reflect the political, social, and cultural changes that China has experienced since the conclusion of its dynastic past in 1911. In this course, we will examine the development of modern and contemporary Chinese art in the context of these changes, from the influx of Western social theories in the 1920s and '30s, through the Japanese invasion and the political upheavals during the Mao (1893--1976) and post-Mao eras, to the socio-economic reforms of the 1980s to the present times. We will study leading artists, such as Xu Beihong, Ai Weiwei and Zhang Huan, whose works in painting, sculpture, architecture, installation, and performance art helped to define the new Chinese art. While examining the artworks, we will explore issues related to the tension between Chinese nationalism and Westernization, the adaptation of modern aesthetics and visual technologies, the conflict between state sponsorship and censorship, the changing perception of gender and self-image, the emergence of urban space and consumer culture, and the connection between art and the global economy. The goal of this course is to provide an advanced understanding of Chinese art in the present times.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA288**Prereq: **None****CEAS180 Japan Rocks: Music in/as Contemporary Japanese Studies**

This course aims to consider topics in modern and contemporary (understood as post-War) Japanese society through the lens of musical expression. By attending to specific instances of musical expression in modern and contemporary Japan, we will strive to understand not only the songs themselves but the contexts within which they were produced. This course aims to take music not merely as an object of study/analysis but as a means by which we might both critique and build upon the discipline of Japanese studies and area studies in general.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None**

CEAS181 Chinese Pop Culture

Popular culture is closely associated with our daily life and ways of thinking, seeing, and connecting with the world. This course will introduce select aspects of modern and contemporary Chinese-language popular culture and its circulation among Chinese-speaking sites, including China, Taiwan, and Hong Kong. We will mainly focus on forms that have circulated and continue to circulate from the modern to the contemporary period, including movie musicals, martial arts, Internet culture, and singing contests. We will also study how Chinese pop culture has influenced audiences and (re-)construct their identities, as well as explore how cultural producers in Chinese language have engaged with issues of fandom, gender and sexuality, ethnicity, and material life through a variety of pop cultural forms. Throughout the course, we will discuss theories of pop culture and analyze primary materials to understand the production and circulation of Chinese pop culture. This course is taught in English.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS201 Proseminar

This team-taught seminar, required of all majors in the College of East Asian Studies (CEAS), is for sophomores who have joined CEAS. It is also open to junior and senior CEAS majors who were unable to take the course their sophomore year. The course introduces majors to a range of the fields and methodologies that comprise East Asian studies at Wesleyan. The material will be organized into several disciplinary and area modules, each contributing to a central theme. For Spring 2017, the organizing theme is "Cooking, Consuming East Asia." The course will examine foodways as expressions of how societies in East Asia and beyond construct ("cook") their fluctuating identities and perform ("consume") them. Orientalism, food adventurism, gender roles, food nationalism, wartime diets, famines, conceptions of disgust, environmentalism, technology, and globalization will be some of the larger themes. Although we will discuss particular dishes and their histories as examples of socioeconomic dynamics, the focus of this course is on values, fears, and the cultural forces at play behind those culinary expressions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CEAS202 Japanese Horror Fiction and Film

This course, taught in English, introduces students to seminal works of Japanese horror fiction and film, including canonical novels/short stories and popular manga. Students will learn various theoretical approaches for understanding the mode of horror: psychoanalysis, cultural studies, feminist studies, and deconstruction. By examining these approaches, students will gain the key theoretical vocabulary for analyzing horror and will also be asked to consider questions such as, What makes Japanese horror distinct, if at all? What are the applications and the limitations of Western (horror) theory in analyzing Japanese horror? Is horror ideological and political, or is it an aesthetic/style? This course is part of the Social, Cultural, and Critical Theory Certificate Program.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **FGSS226**

Prereq: **None**

CEAS203 Faces of Korea

This course addresses multiple topics that span both traditional and modern Korean culture, ranging from traditional cuisine, dance, music, art, architecture,

and the modernization of Korea in the 20th century to Korean films, social issues, religion, and the Korean Wave.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS204 Chinese Media in Chinese: Star, Fandom, and Identity

This course is conducted in Mandarin Chinese and designed to supplement the standard English-language Chinese Pop Culture (CEAS 181) course. The course will have two main foci: (1) introducing students to Chinese-language scholarship on Chinese media, particularly pop culture and its flow within East Asia, and (2) analyzing and discussing Chinese media in-depth in Mandarin Chinese. Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. All the reading materials will be in Mandarin Chinese, and we will have oral presentations in Chinese and some written work in English. Evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS205 Democracy and Social Movements in East Asia

Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in East Asia by surveying contemporary social movements in the region. We will examine the rise of civil society and its role in political and social changes in both authoritarian and democratic societies in East Asia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **GOVT281**

Prereq: **None**

CEAS206 Korean Politics Through Film

This course explores the contemporary politics of Korea. Through course readings, films, and documentaries, we will examine how the tumultuous history of modern Korea has contributed to present political conditions in South and North Korea. Topics covered include Japanese colonialism, the Korean War, modernization, dictatorships, democratization, globalization, and inter-Korean relations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **GOVT295**

Prereq: **None**

CEAS208 Modern Chinese Literature

This course introduces the history of modern Chinese literature from the republican era (early 20th-century) to the contemporary era. By discussing selected literary works, it serves an overview of the styles and features of modern Chinese literature in each time period and also introduces students to major themes from China's tumultuous 20th century. Topics will include the cultural transformations of the May Fourth movement, modernity, war, revolution, root-searching, and body writing. All readings will be in English translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS209 From the Goddess to the Feminist: Women in Chinese Literature and Visual Culture**

This course examines representations of women in Chinese literature, painting, and music. It is organized around several Chinese cultural tropes of women and their historical contexts: from the goddess, the court lady, the literary gentry woman, the courtesan, and the female knight-errant in premodern Chinese culture, to the modern "new woman" and feminist. It also explores major themes associated with women in Chinese literature and culture: the relationship between gender and political power, self and society, individual and tradition, humans and the numinous realm. Tropes that persist through different periods will be used to chart changes in literary history. Students are encouraged to think about how these feminine tropes are formed in literary and pictorial conventions, as well as how they are reinvented over time. Whenever feasible, we will juxtapose representations of the same subjects by Chinese writers and writers from other traditions to think about the significance of the ways women are represented in different cultural traditions.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Identical With: **FGSS219**Prereq: **None****CEAS210 From Tea to Connecticut Rolls: Defining Japanese Culture Through Food**

This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS211 The Greatest Chinese Novel: The Dream of the Red Chamber**

THE DREAM OF THE RED CHAMBER (also known as THE STORY OF THE STONE) by Cao Xueqin (ca. 1715--1763) is widely recognized as the masterpiece of Chinese fiction. It is also a portal to Chinese civilization. Encyclopedic in scope, this book both sums up Chinese culture and asks of it difficult questions. Its cult status also accounts for modern popular screen and television adaptations. Through a close examination of this text in conjunction with supplementary readings and visual materials, this course will explore a series of topics on Chinese culture, including foundational myths; philosophical and religious systems; the status of fiction; conceptions of art and the artist; ideas about love, desire and sexuality; gender roles; garden aesthetics; family and clan structure; and definitions of sociopolitical order.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS213 The Chinese Canon and Its Afterlife**

This course is an exploration of canonical works in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include Confucianism, Daoism, and Buddhism; folk religions and shamanism; cultural identity and self-cultivation; sexuality,

cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians; hermits and knights-errant; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies; and secret societies and avant-garde artists. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS214 History and Geography**

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST399, ENV3399, SISP399**Prereq: **None****CEAS215 The Legacy of World War II in Postwar Japan**

In 1956, the Japanese Economic Planning Agency famously declared, "The 'postwar' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito's death in 1989. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese and how they continue to reverberate politically and culturally, sixty years after Japan regained its independence.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS216 Screening Japanese Modernity: Japanese History Through Film**

The word "screening" is a double entendre. On the one hand, it simply refers to the fact that we will examine representation of Japanese modernity through the visual medium of film. But, more importantly, we will screen (problematizing/criticizing) the more orthodox understanding of Japanese modernity. Throughout the semester, we will discuss the relationship between the dominant historical narratives and their filmic representations and how these films often subvert these existing narratives.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS221 Introduction to Premodern Chinese Literature**

This course is an introduction to premodern Chinese literature that focuses on the role Chinese literary texts have played in defining selfhood, creating self-image, and articulating the place of the individual in relation to community and state. The arrangement of the course is primarily chronological, from the first millennium BC to the end of the Qing Dynasty in 1911, though texts that cut across history are also juxtaposed to show differences and continuities from a larger perspective. The course contains canonical pieces of the Chinese literary tradition that address similar issues or respond to each other. Besides literary texts, painting, music, and material culture are also incorporated to help

students visualize the tradition. Students are encouraged to think about the close relationship between Chinese literati's creation of self-image and political trauma they experienced during dynastic changes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS222 History of Science and Technology in Modern China

Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST386, SISP285**

Prereq: **None**

CEAS223 History of Traditional China

This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty, ca 1450. This is a period when China invented and reshaped its cultural identity by moving into new frontiers and creatively incorporating foreign ideas with indigenous practices. How did the Chinese and their neighbors understand what it meant to be a faithful spouse, self-sacrificing warrior, righteous official, or a loyal friend?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST223**

Prereq: **None**

CEAS224 Modern China: States, Transnations, Individuals, and Worlds

This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST224**

Prereq: **None**

CEAS225 Introduction to Chinese Poetry

This course explores various styles of traditional and modern Chinese poetry from the archaic period to the 21st century, with an emphasis on the range of

ways in which poetry has been implicated, to a degree unknown in the West, in the political, spiritual, and aesthetic movements in China over the last three millennia. Topics include "The Book of Songs," "Nineteen Ancient Poems," the "Music Bureau" ballads, Six Dynasties poetry, the great Tang masters, the Song lyrics, women poets, and religious poets. Although some Chinese characters will be introduced in the unit on calligraphy, no knowledge of Chinese is required; all readings will be in English translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS229 Performing Indonesia

This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA220, DANC220**

Prereq: **None**

CEAS231 Introduction to Asian American Literature

This course surveys how Asia and Asian Americans have figured in the U.S. cultural imaginary from the middle of the 19th century to the present, from Herman Melville's American epic *Moby-Dick* to Ruth Ozeki's comic novel about transnational television, trade, and activism *My Year of Meats*. As the choice of these framing texts suggests, we will be exploring two kinds of representations. On the one hand, we will examine the narratives, tropes, and images through which dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the United States; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, as we enter the period beginning with the 1970s in which Asian American literature becomes an institutional category in its own right, we will add to this historical framework a number of other analytical frames that have emerged from within Asian American Studies itself: cultural nationalism; gender and sexuality; postcoloniality; cultural assimilation; and globalization.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL230, AMST264**

Prereq: **None**

CEAS232 Introduction to Chinese Film

This course introduces contemporary Chinese cinema in both national and international senses. We will learn the basics of film history in the PRC,

Taiwan, and Hong Kong through four major genres: family melodrama, martial arts, action, and musical. Our engagement with these selected films will provide insights into fundamental issues such as family, history, nationalism, transnationalism, identity, gender, and sexuality. The goal of this course is to demonstrate how Chinese cinema has developed in the PRC, Hong Kong, Taiwan, and transnationally and to refine students' abilities to analyze and write about film critically.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

CEAS233 Transnational China: Writing and Screening Chinese Immigration

Migration is a crucial issue for centuries, and people move around the world involuntarily or voluntarily due to political force, economy, technology, and globalization. Chinese immigration to the world has its long history, and the dispersion of Chinese populations has contributed to the formation of Chinese-speaking sites globally and brought about the construction of Sinophone culture in various geographical locales. This course will introduce the discourse of the Sinophone, a linguistic-oriented term that defines cultural productions with Sinitic languages in Chinese-speaking sites around the world and its relation to Chinese immigration, transnationalism, and heterogeneity. The critical questions we will explore in this course include (1) What is the relationship between the Sinophone (roughly, Chinese language users) and China, Chineseness, Chinese diaspora, and overseas Chinese studies? (2) What is China in the lens of Chinese immigrants? (3) How do cultural producers represent Chinese immigrants' lived experiences? We will read novels/novellas and watch films from writers and filmmakers who have experienced diverse migratory trajectories to get a picture of how they represent Chinese immigrants' identity formation and negotiation with local societies, as well as their roots of origin/homeland. Through reading scholarship on Sinophone and primary texts, students will understand the relationship between physical migration and cultural production and become acquainted with various forms of place-based cultural productions in three Sinophone spheres, including the United States, Taiwan, and Malaysia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS235 Desire, Theatricality, and the Self in Chinese Literature

This course will introduce students to some of the most important themes in Chinese literature and culture, including desire and transgression, self-dramatization, dream and illusion, and magical transformation. We will focus on the long 17th century, from the mid-16th century to the end of the 17th century, one of the watersheds in Chinese culture and literary sensibility. The period witnessed the rise of radical subjectivity, a reassessment of authoritative traditions, indulgence in emotions and sensuous existence, and shifting boundaries between refinement and vulgarity. We will survey a wide range of writings from this period, discussing such issues as theatrical aesthetics, the creation of a world through desire and imagination, and a new sense of an "I" in 17th-century China. By focusing on this period, we can put Chinese literary tradition and this extraordinarily creative period into dialogue and understand continuities and radical changes, the formation of tradition and its transformation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS241 Visualizing Japanese-ness: Transnational Cinema in Modern Japan

This course is designed to interrogate evolving notions of transnationalism in Japanese cinema, from the prewar avant-garde to the postcolonial present. We will use the assigned films and supplementary readings as a means to explore concepts of Japanese nationalism and uniqueness (*nihonjinron*), colonial memory, hybridity, multiculturalism, neoliberalism, and creolization, among others. We will then use this theoretical foundation to analyze representations of Japanese minority groups (such as *zainichi* Koreans) to inquire into the possibility of obtaining a transnational or hybrid identity in the global era. How do these films "visualize" Japanese and/or transnational identity, and are these visions seen as compatible? In what ways and to what extent are these films engaged in a dialogue with theoretical concepts of postcoloniality and ethnicity?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS242 Buddhism: An Introduction

This course is an introduction to Buddhism in its major historical variations. Using both selected secondary sources and primary texts in translation, we will study Buddhist traditions from the life of the Buddha through Buddhism's spread from India to Southeast, Central, and East Asia. We will then examine how Buddhism was studied and spread in the West, paying particular attention to the role of colonialism. Finally, we will address the role of Buddhism in a number of modern and ongoing conflicts and peace movements around the world, including the Parliament of World Religions, Japanese nationalism, the Sri Lankan civil war, and Tibetan sovereignty.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI242**

Prereq: **None**

CEAS244 Delicious Movement: Time Is Not Even, Space Is Not Empty

This course contemplates metaphorical nakedness and human and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based artist Eiko Otake of Eiko & Koma, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, with history, and with other beings. Topics of study and discussion include Eiko & Koma's body of works, atomic bomb literature, postwar Japan, and environmental violence such as Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **DANC244**

Prereq: **None**

CEAS245 Constructions and Re-Constructions of Buddhism

Is Buddhism a philosophy? A mind science? An ancient mystical path? A modern construct? This seminar will evaluate a variety of answers to these questions by exploring how Buddhism has been understood in colonial and postcolonial periods. Our primary-source materials include Orientalist poetry, Zen essays, Insight Meditation manuals, 21st-century films, and contemporary academic critiques. We will examine the shape Buddhism takes in these works and turn to recent scholarship to discuss how romantic, imperialist, anti-modern, nationalist, therapeutic, and scientific frames depict one of today's most popular religions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI483**

Prereq: **None**

CEAS250 Economy of Japan

This is a course designed for students who have taken ECON110 or ECON101 but have yet to take ECON302. It has two specific goals. First, students will learn (or review) the basic knowledge of macroeconomic theory as well as the basic tools of data analysis in Excel. Second, students will apply these tools to understand Japan's macroeconomic and financial history from the mid-19th century to the present, including the industrialization of Japan, prewar instability, postwar recovery, and Heisei Recession.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON262**

Prereq: **ECON101 OR ECON110**

CEAS251 Macroeconomic History of Japan

This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON362**

Prereq: **ECON302**

CEAS253 Practicum in Exhibition of East Asian Art

This course is a historical, theoretical, and practical introduction to the exhibition of East Asian art, both in the west and in China and Korea. Students will learn the history of exhibition in China and the establishment of collections of East Asian art in the United States, modes of exhibition, and current practices through readings, presentations, and practical experience with the collection at The Mansfield Freeman Center for East Asian Studies, as well as site visits to local collections and museums.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **ANTH253**

Prereq: **None**

CEAS254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy

While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect. This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider

the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **FIST254**

Prereq: **None**

CEAS255 Irreducible Distance: Japan-Korea Relations through Literature and Visual Media

Despite physical proximity and shared cultural origins, the specter of imperialism and constant influence of economic competition has seemingly resigned Japan and South Korea as two nations that remain forever "close and yet so far." Beginning with the colonial period (1910--1945) and ending with the current day, this course examines works of literature and visual media from both the Japan and Korea sides that address issues of intercultural relations and communication. What position does Japan for Korea and Korea for Japan occupy in the cultural imagination and how has this image shifted since the end of the colonial period? What role does Japan have in the formation of the North Korean state and articulation of ideology? How do political developments and ongoing issues of war responsibility (e.g., comfort women) continue to dictate the state of Korea-Japan relations? This course will also examine the influence of peripheral spaces (such as Jeju Island) and marginalized groups (such as the Korean minority in Japan) have in mediating discourse between these nations. Finally, recent cinematic works such as Assassination (2015) and Spirits' Homecoming (2016) have witnessed a rekindled interest in the colonial period. We will thus discuss how these films constitute an effort to reexamine and reconstruct these historical events and how they view them as relevant to an understanding of the present day.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS256 Neo-Confucian Chinese Philosophy

This course will present critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in Chinese thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL259, RELI206**

Prereq: **None**

CEAS258 Comparative Philosophy

This seminar will explore the substantive and methodological issues that arise when one takes seriously the idea that philosophy has been, and continues to be, practiced within multiple traditions of inquiry, in many different ways, and in many different languages. We will examine and critique some of the ways in which "comparison" has been used, as well as examine arguments that comparison across traditions is, in fact, impossible. Although most of our attention will be focused on written academic research, we will also attend to the challenges and benefits of interacting directly with philosophers in other countries and cultures.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM368, PHIL337**

Prereq: **None**

CEAS259 Popular Music in Contemporary China

As in the rest of the world, popular music dominates contemporary China's music industry and consumption. Yet China's popular music market also presents unique issues of state-sponsored popular culture intersecting with the bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, and the imagined "ancient China" intersecting with the modern sound and technology. This course offers an opportunity for students to explore aesthetic, political, and cultural meanings contained in popular music through in-depth research projects on a number of important pop musicians and bands in Reform China from the 1980s to the present. Writing at the university level will be emphasized through the written assignments.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC127**

Prereq: **None**

CEAS260 From Archipelago to Nation State: An Introduction to Japanese History and Culture

How did a string of islands on the eastern edge of Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become "Japan" for the first time in the late seventh century and how those cultures and peoples adopt new identities, systems of power relations and economies up to the present. This course reveals the big picture, but to understand it, the factual pixels that constitute it are examined in some detail. Students are expected to think of the course as comprehensive in the same way as mathematics or a language course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST260**

Prereq: **None**

CEAS261 Classical Chinese Philosophy

Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL205, RELI228**

Prereq: **None**

CEAS262 Human Rights Across Cultures

Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL272**

Prereq: **None**

CEAS263 China's Economic Transformation

China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON263**

Prereq: **ECON110 OR ECON101**

CEAS265 Japan Since 1868: Society and Culture in Modern Japanese History

This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST207**

Prereq: **None**

CEAS267 Asian Americans and Popular Culture

This course explores the history and experiences of Asian Americans through the site of popular culture, which includes films, comics, television, music, and digital culture. We will discuss how Asians are represented in U.S. mainstream culture and how Asian Americans responded with their own cultural productions. The project will require students to produce artworks and other creative forms to tease out the themes discussed in the class such as marginalization, cultural exotization, stereotyping, globalization, appropriation/cultural theft, and hybridity. A transnational dimension analyzes popular culture in Asia. The historical time frame of the course will be mostly the late 19th century until the 21st century. To analyze organizing about Asian American media representation, students will adopt a cultural activist lens to encourage more public visibility for minorities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST220**

Prereq: **None**

CEAS268 Music and Modernity in China, Japan, and Korea

This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores

the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC261**

Prereq: **None**

CEAS269 Chinese Cities

More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST117**

Prereq: **None**

CEAS271 Political Economy of Developing Countries

This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT271, LAST271**

Prereq: **None**

CEAS272 Disease and Health in Modern Asia

While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly over the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire--both Western and Japanese--are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples

of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST370, SISP370**

Prereq: **None**

CEAS273 Art of China and Japan: Ritual Bronzes to Zen Gardens

This course surveys major modes and styles of artistic representation and expression in East Asia, with a focus on China and Japan. Because of the extraordinary early influence of Chinese civilization on its East Asian neighbors, we will consider not only the impact of religion, thought, and socioeconomic force on the arts of each country but also patterns of reception and transformation. Major topics include literati painting, calligraphy, pictorial carving and sculpture, court art, Zen Buddhism, ceramics, and woodblock prints.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA279**

Prereq: **None**

CEAS274 Modern East Asia: Continuities and Discontinuities in the Global Context

This course is an introduction to East Asian civilization, as well as to ways through which one can examine and understand the historical roots of current affairs in and related to East Asia. The course will help students to explore not only the dramatic changes in politics, culture, and society during the past centuries, but also their impact on people's lives in contemporary East Asia. We will learn how to use various sources, such as official documents, biographical literature, films, newspapers and magazines, to study three major themes: (1) changes and continuity in modern East Asia (with a focus on historical, social, and cultural aspects); (2) interactions between East Asian countries; and (3) East Asia in the world (with a focus on the encounters between East Asia and the West).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST225**

Prereq: **None**

CEAS276 Asian American History

This course will examine the history of Asian Americans in the United States, analyzing the causes and reasons for why Asians settled in the country as a reflection of processes related to militarization, war, globalization, economic displacement, and labor demands. This lecture/discussion course attends to the diverse meanings that constitute "Asian" and "American," taking an exciting comparative approach to the study of Asian Americans by recognizing that the lives of Asians are inseparable from other minorities such as Latino/a, Native American, Muslim/Arab, and black people. The course begins with a discussion of the conquest of the Americas by Columbus, who was looking for "Asia" but supposedly discovered "America," only to colonize indigenous peoples. This starting point opens "Asian American" history as a contested planetary intercultural field of interest that will disrupt the usual sense of that history beginning with Chinese (indentured) migrant laborers who first arrived in the 1820s. From conquest, we move quickly to the history of exclusionary anti-Asian laws in the 19th and early 20th century toward the 1960s at the height of Asian American activism and political organizing to the current transnational moment with the great flow of people between Asia and America. Topics encompass war brides, prostitution, globalization, communist scares, and mixed-race marriages. Our texts are drawn from a variety of fields such as literature, sociology, history, performance studies, film studies, and public health.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST231, ARHA276**

Prereq: **None**

CEAS277 Art of Dissidents and Recluses: Chinese Literati Painting and Calligraphy

During the mid-11th century, a group of Chinese dissidents and recluses, known for their independent views on political and social issues, began to explore new forms of artistic expression. The results of their effort challenged the status quo in Chinese art and eventually developed into a unique tradition, known as literati art. The tradition left a strong imprint in Chinese culture today and its impact can also be felt throughout East Asia, especially Korea and Japan. This course examines this artistic tradition and its legacy in today's China and East Asia.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA282**

Prereq: **None**

CEAS278 Gender and Sexuality in Chinese Narrative

This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **FGSS288**

Prereq: **None**

CEAS279 The Making of Modern Japan, 1500 to Present

In a global context, Japan emerged as a major player on the world stage after 1500. While in the midst of what later was called the Warring States Period (sometimes dated 1468--1600), Japanese traders and others maintained a broad network of commerce that included not only Korea and China but spread to Southeast Asia. Europeans first reached Japan in 1543, and it was soon obvious that no European state had the military might to colonize Japan. These are the roots from which a modern Japan appeared that in the 19th and early 20th centuries militarized and set upon an imperial project until defeated at war in 1945. Since then, Japan has emerged as a postmodern, highly technological, pop culture-oriented, and aging country. One theme that will be examined across the semester is environmental change over the long term.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST279**

Prereq: **None**

CEAS280 Losers of World War II

This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT285**

Prereq: **None**

CEAS288 Arts of Zen in East Asia

Zen, a school of Buddhism that originated in China and later spread to Japan and Korea, is considered a gateway to East Asian thought and a force that challenges modern materialism. The nature of abstraction, spirituality, and enlightenment can best be approached through the arts associated with this religious school, which include ink painting, calligraphy, ceramics, architecture, and garden design. In this course, we will discuss how the ideas of Zen were elucidated in the visual arts by looking at major works from the 13th through the 20th centuries. We will also examine the ways in which artworks were incorporated in the practice of Zen rituals, especially those related to meditation and the tea ceremony. In addition, we will explore the meanings of pictorial and literary ko'an and how they form visual and textual riddles based on allusion and wordplay. Through a comparative approach, we will analyze the development in the form, style, and iconography of Zen art in East Asia, while tracing the history of Zen Buddhism and its underpinning philosophical concepts related to enlightenment, emptiness, and beauty. The goal of this course is to form an in-depth appreciation for the arts of Zen in their historical, philosophical, and cultural context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA277, RELI277**

Prereq: **None**

CEAS289 Buddhist Temple Art of China

Buddhism was one of the most important sources of artistic inspiration in China. From the religion's early introduction to the northwestern regions of China in the third century CE, cave-chapels and temples were constructed and their walls were painted with images of Buddhist deities and paradise scenes as visual aids in ritual practices. Statues and sculptures in all sorts of media were also made as objects of veneration in temple halls. As Buddhism was assimilated into Chinese culture, Buddhist art began to manifest traditional Chinese belief systems, visual preferences, and even moral teachings. Focusing on major cave sites and temple compounds, this course examines the development of artistic programs and styles at different stages of Buddhism's absorption into the religious life and material culture in China.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA289**

Prereq: **None**

CEAS290 Unearthing Early China: Art and Archaeology

This course introduces early China by examining major archaeological discoveries from prehistory through the second century CE. We will analyze the formal and material features of early Chinese artifacts from important archaeological

excavations at sites such as Liangzhu, Anyang, Zhouyuan, and Mancheng. We will discuss the ways in which these artifacts and archaeological sites demonstrate early Chinese cosmological beliefs and ritual practices, especially notions related to heaven, afterlife, and the transition from ancestor worship to the pursuit of personal welfare in immortality. In addition, we will study the iconography and symbolism of objects found in these archaeological discoveries, which would serve as a foundation for the inception of visual arts in the later periods of Chinese history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **ARHA281, ARCP290**

Prereq: **None**

CEAS295 In Search of the Good Life in Premodern Japan

This course presents works of literature from premodern Japan to consider how people conceptualized and struggled to attain the good life. How did people's evocations of their ideals and desires reflect and engage with the historical reality? How did their social status (such as a Buddhist monk, samurai, or a lady-in-waiting), occupation, and gender contribute to their aspirations as well as struggles? What were their strategies for not just survival but for fulfillment in periods of warfare or disasters? Works will encompass diary literature, essays, fiction, and poems from a variety of authors across most of Japanese premodern history. Practices such as the tea ceremony and works of art will also be discussed to fill out the cultural context.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS296 Politics in Japan

This introductory course in politics in Japan begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas: industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT296**

Prereq: **None**

CEAS297 Politics and Political Development in the People's Republic of China

Despite the collapse of the U.S.S.R. and Eastern European Communist regimes since 1989, the People's Republic of China (P.R.C.) has retained a one-party regime while it continues its economic reforms begun in 1978, before reforms in other communist countries got under way. In contrast with former communist regimes, the P.R.C. is attempting socialist market reforms while retaining the people's democratic dictatorship under the leadership of the Chinese Communist Party. We will examine the politics of this anomaly, study several public policy areas, and evaluate the potential for China's democratization.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT297**

Prereq: **None**

CEAS299 Politics and Security in Asia

Are the countries of East and Southeast Asia headed toward greater cooperation or toward increased conflict? This course assesses political and security conflict and cooperation in the post--Cold War era in China, Japan, South Korea, Taiwan, and Southeast Asia. The first part of the course introduces the theoretical issues at stake and reviews the historical backgrounds of the countries involved. The second part analyzes contemporary political and security issues, including territorial disputes over islands in the South China Sea, tensions between China and Taiwan, Japan's security policy, conflict on the Korean peninsula, arms control, international organizations, and bilateral and multilateral relations. The last part of the course outlines potential future scenarios for security and cooperation within Asia and between the countries of Asia and the rest of the world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT299**

Prereq: **None**

CEAS300 Literatures of the Japanese Empire

This course will survey select works of literature that were produced during Japan's Imperial period, in disparate locations across the Empire (including Korea, Taiwan, and mainland Japan itself). We will conceive of "literature" broadly, including under this heading not only texts in the traditional sense but other forms of media as well. By considering a selection of texts from this period, we will strive to attend to some of the contested and competing desires of individuals and entities seeking to navigate conditions of empire, colonialism, and war.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS301 Modern China and the World Since 1945

This class will tackle key international problems in modern China's history over the past 70 years, beginning with the civil war; the Korean war; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's economic reform; Tiananmen 1989; Hong Kong's reversion to the PRC; democratization movements in China, Hong Kong, and Taiwan; and cross-strait relations over the years. We will explore China's recent assertiveness on territorial issues, as well as the reaction over time to Chinese foreign policy by the United States, Russia, Japan, India, and other key players. In addition to lectures and discussion, we will engage in some role-playing, with students taking various national and bureaucratic positions in mock negotiations and international exchanges. The goal will be to gain a better understanding both of Chinese options and the role of international players during key moments in modern China's history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS304 Environmental Politics and Democratization

This course explores the role that environmental movements and organizations play in the development and transformation of democratic politics. It examines the political role of environmental movements in nondemocracies, transitioning democracies, and advanced democracies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT304, ENV304**

Prereq: **None**

CEAS308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust

This course provides a historical and analytical overview of the Jewish presence in China from the Silk Road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST308**

Prereq: **None**

CEAS311 Representing China

This course will introduce perspectives that anthropologists, ethnographers, writers, filmmakers, artists, and photographers have taken to understand contemporary social life in China. Students will learn to differentiate the strengths and weaknesses of each perspective and, at the same time, will develop their own nuanced appreciation for Chinese culture and recent Chinese history. Beginning with basic concepts of family and family relationships, we will survey gift giving and banqueting, changes in the role and status of women, education, organization of the workplace, rituals, festivals, and changes since the beginning of the reform and opening up in the early 1980s. Anthropological essays and ethnographies will be supplemented by short stories, first-person narratives, and class presentations of films, photographs, and art-works to illuminate the different ways that natives and foreigners represent Chinese culture. Lectures will provide cultural and historical context for these materials. No previous knowledge of China or Chinese is required for this class.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH311**

Prereq: **None**

CEAS338 Comparative Political Philosophy

Undertaking "comparative philosophy" means to do philosophy by drawing on multiple philosophical traditions. In this course, we will study key topics in political philosophy, such as the justification of political authority, the legitimacy of public critique of social rituals, and the scope of liberty and rights—from both modern Western and contemporary East Asian perspectives. We will examine potential obstacles to comparative theorizing, as well as benefits that can arise both for currently dominant traditions (e.g., Western liberalism) and for alternatives to liberalism such as Chinese and Korean Confucianism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL338**

Prereq: **None**

CEAS340 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, FIST290, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

CEAS343 Tibetan Buddhism: From Ancient India to Shangri-la

This seminar will explore the philosophies and practices of Tibetan Buddhism as well as the ways Tibetan Buddhism has been mythologized by Tibetans and non-Tibetans alike. We will begin with a review of Indian Buddhism, placing particular emphasis on Tantric thought and practices. We will then focus on the subsequent development and core practices of Tibetan Buddhism's key schools, drawing on careful analyses of histories, myths, biographies, and religious discourses. Finally, we will explore the ways in which Tibet and Tibetan Buddhism have been mythologized in the minds of Westerners and others. We will pay especial attention to the intersection of these imaginings with contemporary Tibetan nationalist movements to apply our insights to the analysis of present-day realities. Readings will draw from primary Buddhist texts, histories, autobiographies, and scholarly journals and will be complemented by in-class film screenings.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI229**

Prereq: **None**

CEAS344 Religions of China: The Ways and Their Power

In this course, we examine the religious worlds of China from antiquity to the present. Not only will we read key works of Chinese philosophy from the Confucian, Daoist, and Buddhist traditions, we will also investigate how these traditions find expression in art and architecture, poetry and prose, and in the lived realities of Chinese history. In this exploration of Chinese religions, we will pay special attention to the question of what "counts" as religion, to the role of the state in defining and establishing Chinese religions, and to the power of new religious movements to intervene dramatically (and sometimes violently) in Chinese history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI232**

Prereq: **None**

CEAS345 Ethics and Action in the Buddhist Cosmos

We often think about nirvana, or "enlightenment," as the ultimate goal of Buddhist practice. But the reality is much more complex. Buddhist traditions imagine a huge range of positive outcomes for moral behavior: immediate material benefits, rebirth in a better body or in a wealthier family, and enjoyment of gold-paved heavens or eternally blissful Pure Lands. In this seminar we will read Buddhist scriptures, commentaries, biographies, narrative anthologies, and scholarly works that trace the many ways of thinking about ethics, action, and rebirth in the vast Buddhist cosmos. We will tour Buddhist heavens and hells, Pure Lands and political dystopias, as well as the complex worlds of Buddhist modernity. Along the way we will begin to think about key issues in the study of religion: narrative and ethics, magic and material culture, cosmology and sacred presence, modernity and globalization.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI315**

Prereq: **None**

CEAS350 Women and Buddhism

This seminar will seek to investigate the complex and changing status of women in relationship to Buddhist doctrine and practice. Using Buddhist texts that present traditional views of women as well as a variety of contemporary materials that reveal aspects of the lives of Buddhist women in ancient and contemporary times, we will attempt to understand the values and concerns that drive, restrain, and/or empower such women.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI350, FGSS264**

Prereq: **[RELI242 or CEAS242] OR RELI151**

CEAS381 Relic and Image: The Archaeology and Social History of Indian Buddhism

This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (1st--3rd century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodhi Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA381, ARCP380, RELI375**

Prereq: **None**

CEAS384 Japan's Nuclear Disasters

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course. This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST381, SISP381, DANC381**

Prereq: **None**

CEAS385 Legacies of Authoritarian Politics

This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **GOVT391**

Prereq: **None**

CEAS390 Politics and Society in Japanese Women's Writing

How have some of modern Japan's most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors--and the social actors with whom they engage--by grappling with key modern Japanese literary texts in English translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS395 Politics of the Everyday in Modern Japan

What do we mean when we talk about politics? This course will aim to push our understanding of "the political" beyond political systems, parties, and so on, and will approach the disparate and ambiguous ways in which social actors may conceive of and critique their own place in the world. By attending to written texts, music, and film samples, we will consider some of the different ways in which Japan, for example, has been understood by different players at different times, and think about the ways in which the experience of living in the world at the level of the everyday can engender political stances that are not always easily subsumed under narratives of democracy and fascism, left and right, and so on.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

CEAS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CEAS404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CEAS407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CEAS408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CEAS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CEAS413 Korean Drumming and Creative Music

This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will be introduced to traditional folk and court styles as well as creative collaborations with jazz musicians and musicians from other cultures. They will learn to play a range of percussion instruments including janggo, barrel drum, and hand gong. The semester will end with a live performance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC413**

Prereq: **None**

CEAS416 Beginning Taiko--Japanese Drumming Ensemble

This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and other Japanese performance arts through learning two to three pieces on the Japanese taiko drum and basic techniques of playing the shinobue (bamboo flute). Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC416**

Prereq: **None**

CEAS418 Advanced Taiko--Japanese Drumming Ensemble

This course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn advanced techniques in taiko drumming, singing, and fue, Japanese flute.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC418**

Prereq: **None**

CEAS419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CEAS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CEAS428 Chinese Music Ensemble

Students will learn both traditional and contemporary instrumental pieces of Chinese music, as well as different regional styles. The ensemble will present a concert at the end of each semester. Attendance for the class is mandatory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC428**

Prereq: **None**

CEAS460 Introduction to Sumi-e Painting

We will learn basic technique and composition of traditional Japanese sumi-e painting. Sumi-e is a style of black-and-white calligraphic ink painting that originated in China and was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of sumi-e: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST260**

Prereq: **None**

CEAS461 Alternative Printmaking: Beginning Japanese Woodblock Technique

Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison Art Center collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST261**

Prereq: **None**

CEAS467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CEAS469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CEAS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CEAS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COLLEGE OF INTEGRATIVE SCIENCES (CIS)

CIS115 Experiential Design and Application

This course, co-taught with Director of Physical Plant Operations Mike Conte, will allow students to work directly with Facilities employees to design and execute modifications and repairs to existing Wesleyan spaces. The specific projects will change from semester to semester, but could include designing and building informal learning spaces, as well as planning and carrying out repairs and modifications to mechanical and plumbing systems. Students will learn design and engineering by carrying out projects to improve Wesleyan's facilities. Students must be willing to work with tools and machinery with supervision. The grading in this quarter-credit repeatable course will be based primarily on active participation, and the class meetings will be held on location and at times built around participants' schedules.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS121 Wesleyan Mathematics and Science Scholars Colloquium I

This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will provide participants with a framework for taking full advantage of the educational opportunities in the natural sciences and mathematics available at Wesleyan. Class sessions and assignments are designed to help students to develop effective individual and group study skills,

to promote cohort-building, and to navigate the "hidden curriculum" in higher education.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS122 Wesleyan Mathematics and Science Scholars Colloquium II

This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will be focused on strategies for success in science and math higher education.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS135 Mindfulness

During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga.

These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative toolbox that is portable, replicable, and sustainable.

Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-CIS**

Prereq: **None**

CIS150 The Art of Academic Writing: The Environmental Movement in American History

This writing-intensive course uses primary sources and a Write-to-Learn model to explore the roots of the environmental movement in America. Topics will include artistic explorations of nature, the rise of the conservation movement, legal protections of the environment, and environmental justice. The course will help students understand the rhetorical conventions of various academic disciplines. Readings will include popular literature and scientific papers, and example tasks will require students to master writing for a broad audience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **WRCT150**

Prereq: **None**

CIS160 Life in the Oceans in the Anthropocene and Beyond

Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO₂ levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at

ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES160**

Prereq: **None**

CIS170 Introduction to Design and Engineering

This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **PHYS170**

Prereq: **None**

CIS173 Introduction to Sensors, Measurement, and Data Analysis

This course is an engineering fundamentals course supporting the Integrated Design, Engineering, and Applied Science (IDEAS) minor. It will involve a sequence of hands-on projects that introduce students to basic measurement devices and data analysis techniques using inexpensive modern sensors, a microprocessing platform (Arduino), and a computational software package (Matlab). The course will provide foundational knowledge of available resources and techniques that allow students to more confidently implement measurement systems in subsequent courses of the IDEAS minor and better understand experimental devices used in scientific research activities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS221 Research Frontiers in the Sciences I

This seminar is designed to introduce students to interdisciplinary research projects in the sciences. Each week, a faculty member and his or her research group will present a broadly accessible overview of research work, including a description of methodologies, problem-solving activities, and future directions.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS222 Research Frontiers in the Sciences II

This seminar is designed to introduce students to interdisciplinary research projects in the sciences. Each week, a faculty member and his or her research group will present a broadly accessible overview of research work, including a description of methodologies, problem-solving activities, and future directions.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS231 Modeling and Data Analysis: From Molecules to Markets

The development of models to describe physical or social phenomena has a long history in several disciplines, including physics, chemistry, economics, and sociology. With the emergence of ubiquitous computing resources, model building is becoming increasingly important across all disciplines. This course will examine how to apply modeling and computational thinking skills to a range of problems. Using examples drawn from physics, biology, economics, and social networks, we will discuss how to create models for complex systems that are both descriptive and predictive. The course will include significant computational work. No previous programming experience is required, but a willingness to learn simple programming methods is essential.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS221, QAC221**

Prereq: **None**

CIS239 Proseminar: Network Analysis

Seminar leaders from physics, political science, psychology, and chemistry, as well as outside speakers, will introduce participants to network analysis and explore its applications across different topics and disciplines. The purpose of the course is to enable participants to use network analysis in their work and facilitated collaborations across disciplinary lines. In addition to the regular class meetings, we will schedule hands-on workshops for participants to become familiar with appropriate software and further develop their computing skills.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **QAC239**

Prereq: **None**

CIS241 Introduction to Network Analysis

This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **QAC241**

Prereq: **None**

CIS250 Computational Media: Videogame Design and Development

This course examines the interplay of art and science in the development of contemporary video games using "game tool" applications to achieve a variety of purposes. It combines a detailed understanding of computational media, including legal and commercial aspects, with hands-on experience in the creative process. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to understand the challenges and rewards of producing video games in a professional context.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **NSM-MATH**

Identical With: **FILM250, COMP350**

Prereq: **None**

CIS251 Data Visualization: An Introduction

This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Identical With: **QAC251**

Prereq: **None**

CIS265 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL265, MB&B265, COMP113**

Prereq: **[MB&B181 or BIOL181]**

CIS266 Bioinformatics

This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL266, COMP266, MB&B266**

Prereq: **[MB&B181 OR BIOL181]**

CIS284 Data, Art, and Visual Communication

This course looks at the ways the digital arts--broadly defined--can be used to explore the intersections of research, data, design, and art. Following a creative software "bootcamp," students will execute projects intended to help them generate, manipulate, and remix data for the purposes of visual communication and art. Students will use Adobe Creative Suite and Processing, an open source programming language, and integrated development environment (IDE) built for electronic arts, new media, and visual design. In addition to working in the studio, seminars, readings, and student presentations will explore the role of

data visualization, "big data," and the web in culture and society today. No prior software knowledge or coding skills are required. Students working in STEM, humanities, and social sciences are encouraged to enroll.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST484**

Prereq: **None**

CIS307 Experimental Design and Causal Inference

The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **QAC307**

Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

CIS310 Genomics Analysis

This course is an introduction to genomics and analysis for students with interest in life sciences. It introduces current applications of genomics techniques, covers how to build a genomics workflow, and introduces statistical analyses in R programming language. This course assumes little or no prior programming experience and will provide hands-on experience in taking raw next-generation sequencing data through a custom workflow and ending with analyses in R statistical software.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL310**

Prereq: **[MB&B181 or BIOL181]**

CIS320 Advanced Academic Writing

This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS520**

Prereq: **None**

CIS321 Senior Colloquium I: Integrative Sciences

This colloquium provides students the opportunity to discuss and present their research to their peers and mentors, as well as explore current topics of interest to the group. A key goal will be developing students' presentation skills because this is the primary means of promoting research. Faculty and peers will provide insights and advice. Mentors from the primary department or programs will also be invited.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS322 Senior Colloquium II: Integrative Sciences

This colloquium provides students the opportunity to discuss and present their research to their peers and mentors, as well as explore current topics of interest to the group. A key goal will be developing students' presentation skills because this is the primary means of promoting research. Faculty and peers will provide insights and advice. Mentors from the primary department or programs will also be invited.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

CIS323 Bayesian Data Analysis: A Primer

This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **QAC323**

Prereq: **MATH132 OR ECON300 OR [GOVT367 or QAC302]**

CIS327 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL327, COMP327, BIOL527, COMP527**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

CIS331 Video Games as/and the Moving Image: Art, Aesthetics, and Design

Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM331**

Prereq: **None**

CIS375 Mass Extinctions in the Oceans: Animal Origins to Anthropocene

Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to those that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES236**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR ASTR155 OR MB&B181**

CIS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CIS423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CIS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

CIS520 Advanced Academic Writing

This course is designed to help students master the skills needed for thesis-level academic writing. The course uses an example-driven approach emphasizing an iterative revision process, with an emphasis on expository writing skills appropriate for publishable literature. Students will be encouraged to focus on their own independent research work as subject matter of writing exercises.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS320**

Prereq: **None**

COLLEGE OF LETTERS (COL)

COL104 Baroque Rome

This interdisciplinary history seminar for first-year students focuses on Europe's most famous capital city between 1550 and 1650, a period when Rome was a symbol of religious zeal, artistic creativity, and intellectual repression. We will explore these contradictions and their impact on cultural innovation by taking a close look at daily life in early modern Rome and at the lives of some of the city's most celebrated women and men. These saints, murderers, artists, and scientists include San Filippo Neri, Beatrice Cenci, Caravaggio, Artemisia Gentileschi, Gian Lorenzo Bernini, and Galileo. Course materials emphasize writings by historians, art and music historians, and historians of science, as well as visual, literary, musical, and documentary sources from the period. The seminar culminates with a research project on an individual or aspect of baroque Rome.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST118**

Prereq: **None**

COL108 Language

This course, beyond providing an introduction to the science of linguistics, is designed to give students in their first year an awareness of the importance of language in everyday life and of the range of its uses and abuses as a cultural and

class marker, vehicle of knowledge, and instrument of power. It is an objective of this course that students who complete it should be better prepared than they were before for the sensitive and exacting study not only of literature but of whatever specialized studies they subsequently undertake. Topics to be considered include whether language is a cultural artifact that is learned or is instinctual; the varieties of languages; language as expression of culture; linguistic imperialism; problems of translation; the distinction between speech and writing; stenolanguage, metalanguage, and poetic language; metaphor and symbol; and semiotics.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL109 A History of Civil Disobedience

This course will explore some classic readings on civil disobedience and nonviolent political resistance in literature, history, and philosophy. We will examine connections between some key moments in the history of intellectual thought in fifth-/fourth-century BCE Athens and the 19th/20th century. The lives of Socrates, Gandhi, and Martin Luther King Jr. will be the focus of our study, though we will also read works of Greek tragedy (Sophocles), comedy (Aristophanes), and history (Thucydides), and various different political tracts on civil disobedience from the modern period, including writings by Percy Shelley, Henry David Thoreau, Leo Tolstoy, Elizabeth Cady Stanton, Doris Stevens, Rabindranath Tagore, George Orwell, and John Rawls. The course will conclude by examining the use and relevance of nonviolent political action in the 21st century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **PHIL224**

Prereq: **None**

COL110 What Does Art Mean? Studies in Aesthetics and Cultural Relevance

Humans have felt compelled to make what we now call "art" for millennia; clearly, the drive to create and express is a pressing one in our species. Can we define that drive? The title of this course encompasses multiple questions. What do we mean when we say "art," and is there a way to legitimately wield or deny that designation? Does that designation have universal meaning? Is there an inherent exclusion, or exclusivity, within it? Also, what is art communicating? Is there a common thread or purpose to what we call art? Can there ever be a "right" answer to that question? Or, put another way, if art means one particular thing, does it then cease to be art? Several thinkers in several disciplines, from art history and practice to philosophy to sociology to religion to feminist thought, have weighed in on this question; we will read and analyze some of their arguments and, because this is a writing course, students will have the chance to formulate their own. We will also visit the Davison Art Center, the Yale Art Gallery, and other locations where art can be viewed, experienced, and discussed firsthand.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL112 The European Novel from Cervantes to Calvino

This course provides an introductory survey that tracks the development of the European novel through its major periods--from its origins in DON QUIXOTE through the rise of the novel in 18th-century Britain to romanticism, realism, and modernism. We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with

archetypal characters and plots through which problems of history, politics, and philosophy were articulated--Voltaire's naïf and Dostoevsky's nihilist; Defoe's heroic bourgeois individualist and Kafka's victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel's important subgenres (e.g., romance, gothic, grotesque, the philosophical novel) and important narrative forms (e.g., epistolary novel, unreliable narration, free indirect discourse).

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL113 The Language of Poetry

This course will examine how poems are made and how they work, beginning with the question of whether there is such a thing as a distinctively poetic style or function of language--and, consequently, a correspondingly nonpoetic one. Our investigation will combine close reading of lyric poetry (with special attention to early 20th-century Europe) with an overview of relevant texts in poetics, literary theory, and the philosophy of language. Topics will include nonsense verse and sound poetry; free verse and poetic constraints; metaphor and the relationship of thought to language; theories of communication and information; and translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL115 How to Read a Literary Text

This course will introduce students to the practice of close reading and to the formal study of literary texts. Working with selections of poetry and prose (including texts that have been translated from languages other than English), students will learn to analyze and make arguments according to the disciplinary methods of literary studies. Primary readings will include texts from a wide range of historical periods, national literatures, and cultural contexts. Secondary readings will include exemplary works of literary criticism and theoretical writings on critical method. In addition to performing close readings of the primary texts, we will discuss theoretical problems of genre, author, closure, and ambiguity, along with the limitations of formal analysis and the text/context binary. The governing purpose of this course is to teach students to perform in the written genre of literary close reading as it is practiced in a college essay. The writing assignments, which will include revisions and workshopping, will be treated as an integral part of our course of study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL117 Writing Love: Myth-Making and Experience in the Literature of Amour

What does it mean to experience love? How do we write about it? What beliefs about love do we hold most dear? What stories or myths do we use to inscribe the indescribable? This course investigates several myths, literary works, and philosophical treatises that attempt to represent, understand, explain, and immortalize the experience of love. From contemporary pop lyrics to Renaissance love poetry and Romanticism, we will look at the ways in which social, personal, and metaphysical experiences of love are illustrated and reimagined in the art of verbal language and literary representation. Beginning with 21st-century pop records like those of Adele, we will rediscover the tradition of love that has come down to us. This course is taught in translation and focused on close readings and discussions of the assigned texts. Students will be given the opportunity to write analytically and creatively in response to the assigned readings.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL118 The Fall of Rome and Other Stories

The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this "fall"--one of the most persistent stories in history--using the very texts in which it was first articulated. We will work with a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea--to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **CCIV118**

Prereq: **None**

COL120 Muslims, Jews, and Christians: Getting Along in Medieval Spain

For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is often full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being. This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why convivencia ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multiconfessional society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **FIST122**

Prereq: **None**

COL123 Love, Sex, and Marriage in Renaissance Europe

This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST123, FGSS123, MDST125**

Prereq: **None**

COL125 Staging America: Modern American Drama

Can modern American drama--as cultural analysis--teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175, AMST125, AFAM152, FGSS175, THEA172**

Prereq: **None**

COL128 Constantinople: From Rome to Istanbul

Constantinople was founded by a Roman Emperor Constantine the Great in 330. From there the story gets complicated. Should we account for Constantinople from a Western point of view and call it Roman? Or, should we label it by its Eastern religion and call it Christian? Or, should we see Constantinople's true nature in a transnational Hellenic culture and call it Byzantine? Then, once we have chosen a story to explain the city's nature, how should it end? With the pillaging fourth crusade in 1204, or the Ottoman sack in 1453, or is Constantinople yet alive in modern Istanbul? This course diverges from such narrative frameworks by accounting for Constantinople as, first and foremost, a city. Together we will explore the rich, unevenly distributed, textual and material relics of this medieval metropolis and contribute our finds to a collaborative digital database. Students will draw from this database to craft their own histories, applying both imagination and analysis into a believable and reliable story conveying the diversities and paradoxes of life in The City.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **MDST128, HIST230**

Prereq: **None**

COL129 Writing the French Revolution

Liberty, equality, and fraternity" was the slogan of the French Revolution and features three concepts of enduring interest. In this seminar we will explore the French Revolution and its antecedents--and what these can mean for us today. In the process we will delve into a number of ways of thinking and modes of representation: historical thinking, of course, but we will also get a sense of the origins of sociology and political science, the power of scientific thinking, and differences between literary and visual representation (especially films). This course will also serve as a writing workshop emphasizing the nuts and bolts of good writing and experimenting with such rhetorical modes as argument, personal narrative, persuasion, and fiction-writing.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST129**

Prereq: **None**

COL150 Great Books Unbound

This course will introduce students to great works of Western Culture--both textual and performative--and the different ways that a professor of literature, a historian, and a philosopher might read them. The theme of the course is METAMORPHOSIS. Through repeated encounters with Apuleius' GOLDEN ASS, Shakespeare's A WINTER'S TALE, Kafka's METAMORPHOSIS, and Puccini's MADAME BUTTERFLY, we will track the transformation of our theme through questions of translation, reception, language, method, genre, and our own choice to read, think and write through these works. Three College of Letters faculty will alternately lecture and lead small seminars, where students will learn how to transpose their own analysis of these texts into effective writing. We will celebrate the apotheosis of this course with an expedition to the MET's performance of Madame Butterfly.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL186 The Changing American Novel: From Jack Kerouac to Maggy Nelson

This course will discuss eleven novels, exploring changes in the styles, concerns, and attitudes of fiction from World War II to the present. The first half of the course addresses the hegemony of certain forms and issues in novels written primarily by white male authors between 1945 and 1965. The second half is devoted to diverse novels that represent some of the literary, social and political forces that have led to the heterogeneity of the contemporary American novel. The course will explicitly address ways of reading and interpreting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL186**

Prereq: **None**

COL201 Writing Nonfiction

In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week. Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL204 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere

England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL206**Prereq: **None****COL206 Remembering the Self: Forces and Forms of Autobiography**

Know thyself," commands the Delphic Oracle, and perhaps in response, authors have felt compelled to confess, condemn, forget, and remember past selves in an effort to narrate and so envision who they are in the present. This course will look at a range of autobiographical works from The Confessions of Saint Augustine to contemporary graphic memoirs. We will ask how memory works to conserve, construct, or distance past selves; how bodies delimit selves; and how selves are conceived in and through our relations with others and with our worlds (material, social, and historical).

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-COL**Prereq: **None****COL208 Rome Through the Ages**

This course surveys the history of Europe's most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome's own urban, political, and cultural history and on the city's changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST208, MDST208**Prereq: **None****COL213 Writing Short Fiction**

In this creative course, students will address the elements of writing fiction, such as narrative types and structures, character, voice, conflict, dialogue, and construction of time. The work of 20th-century novelists such as E. M. Forster, Milan Kundera, Graham Greene, A. S. Byatt, Ralph Ellison, Walker Percy, Kazuo Ishiguro, and Jeffrey Eugenides will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week. Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-COL**Prereq: **None****COL214 The Modern and the Postmodern**

In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-HIST**Identical With: **HIST214, CHUM214**Prereq: **None****COL215 Theater of Anton Chekhov: Research, Analysis, and Performance**

This course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all of Chekhov's plays including dramas, comedies, and vaudevilles. Videos of the world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-THEA**Identical With: **THEA214, REES279, RUSS279, RULE279**Prereq: **None****COL216 Multikulti Germany": Expressions of Germany's Cultural Diversity**

That Germany is an ethnically and culturally homogenous country is a myth cultivated by the Nazis. Germany's position in the center of Europe has made its geographical and cultural identity fluid and the make-up of its population diverse at least since the Migration of Peoples (ca. 200-800 CE). Adding to the ethnic and cultural mix were influxes of Jews during the Middle Ages and later; the incursions of armies from all over Europe during the Thirty Years' War; the 17th-century immigration of French Huguenots to Prussia; the redrawing of borders after both world wars; marriages between black GIs and German women after World War II; and, during the labor shortage that followed World War II, the arrival of guest workers from southern and eastern Europe and Turkey, many of whom ended up staying. Refugees also came from Eastern Europe during the Soviet era and during the Bosnian War, and for some people not motivated by political or economic oppression, Germany has proved an attractive destination. In this course we will focus primarily on fiction and nonfiction works by recent immigrants or descendants of immigrants, all of whom write in German and have been translated into English. Among the topics we explore will be homesickness; interactions with the bureaucracy; use of and perspectives on language; questions of citizenship, assimilation, and integration; clashes of cultures; and encounters with xenophobia. We will also look at the particular experience of Afro-Germans.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-GRST**Identical With: **GRST234, GELT234**Prereq: **None****COL217 Love and Loss in Medieval and Early Modern French Literature and Culture**

The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **FREN222, MDST224**Prereq: **None**

COL219 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

In this course, we study the so-called "masterpieces" of modern and contemporary Spanish literature, painting, and film (18th century to the present). The works chosen represent the major literary and cultural movements of the past three centuries: the Enlightenment, Romanticism, realism, and naturalism, the generations of 98 and 27, the avant-garde, neorealism, and postmodernism. As masterpieces, they have achieved canonical status through either the influence they have come to exercise over successive generations or their popular reception at the time of their production. In our close analysis of these works, we will interrogate the processes and conditions of canonicity. We will emphasize the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems, plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerged.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN250**

Prereq: **None**

COL220 Modern Christian Thought

This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through mystical liberation, black, feminist, womanist, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI220**

Prereq: **None**

COL223 The Picaresque Hero: Rogue (Picaro), Anti-Hero, Citizen

A new type of character, the rogue or pícaro, emerges in early modern fiction, in a new genre (we now call the picaresque) built around an anti-hero. This course explores how and why the anti-hero displaced the virtuous ideal of the hero prevailing in classical and medieval literature. Through Spanish picaresque novels written between 1554 and 1647, we will trace the pícaro as a character who evokes, parodies, and subverts the attributes associated with the ideal citizen. To understand how the picaresque accomplishes this, we will look at its interplay with competing, often idealizing, genres (e.g., autobiography, lives of saints and soldiers, inquisitorial confessions, the arts of letter writing), together with political theory and natural-law theories of the period. Finally, we will look ahead to 20th-century examples of picaresque narrative such as Louis-Ferdinand Céline's *JOURNEY TO THE END OF THE NIGHT* or E. L. Doctorow's *BILLY BATHGATE*, considering what picaresque characters mean for us now.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN233**

Prereq: **None**

COL224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance

In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics

of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolò Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST224, ITAL224, MDST223**

Prereq: **None**

COL225 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **AFAM223, AMST226, FREN225, LAST220**

Prereq: **None**

COL226 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN232, LAST232**

Prereq: **None**

COL227 Life Writing: Writing About the Self and from Experience

This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial vs. interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing

that will be explored are coming-of-age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL228 Virtue and Vice in History, Literature, and Philosophy

Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **CHUM228, PHIL112, HIST140**

Prereq: **None**

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic *EL CID* (12th--13th century); the bawdy and highly theatrical prose dialogue known as *LA CELESTINA* (1499); the anonymous *LAZARILLO* (1554), the first picaresque novel; and María de Zayas's proto-feminist novella *THE WAGES OF VICE* (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN230, MDST228**

Prereq: **None**

COL230 Introduction to European Avant-Garde, 1880--1940

This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA241, FIST241, GRST241**

Prereq: **None**

COL231 Orientalism: Spain and Africa

Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said's seminal essay, *ORIENTALISM*, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain's military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain's Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain's full integration, after Franco's death, into Europe's military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN264**

Prereq: **None**

COL232 Paris and Its Representations: Realities and Fantasies

This course investigates some of the myths and realities of Paris. Starting from an analysis of Paris in late 19th-century novels and paintings, we will explore the shifting perceptions of the city during the 20th century in fiction, poetry, photography, painting, and film. We will focus on such themes as the role of history in the structuring of the city, the importance of architecture in the ever-changing social fabric, and the recurrent opposition between the city and its suburbs. Students will be asked to attend various screenings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN331**

Prereq: **None**

COL233 Tales of Transcendental Homelessness: Journey, Adventure, and the Foreigner Before the Novel

Happy are those ages when the starry sky is the map of all possible paths. The world is wide and yet it is like a home," wrote Georg Lukács in his 1916 *Theory of the Novel*. How do the conditions of linguistic, cultural, metaphysical, and material homelessness occasion the ways in which identity is lexically structured and recast? This course examines the role that travel, new encounters, playing the foreigner, greeting the visitor, and sojourning through multicultural landscapes played in the growth of imaginative literature during the European Renaissance. In addition to a focus on early modern rise of novelistic storytelling in Boccaccio, de Navarre, Colonna, Montalvo, Montemayor, Cervantes, Basho, Voltaire, Sterne, and anonymous authors, readings will include selections from Ancient Greek, Latin, and Medieval forms of novelistic prose. We will conclude

with a contemporary piece of journalistic storytelling--Fractured Lands (August 14, 2016)--a full-length narrative account of life in the Middle East following the Arab Spring. Through a discussion of the ways in which previously observed narrative forms are employed to recast international news within the context of a national newspaper we will engage our study of narrative structure with several contemporary problematics involved in the representation of life outside the United States. Throughout this course we will engage with Lukács's sense of our own modern transcendental homelessness and examine how the historical conditions of various cultures gave rise to the invention and transmutation of aesthetic forms. Special attention will be paid to the ways in which characters and authors navigate literary (and self-) representation in the absence of a set linguistic home.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL234 The Cosmos of Dante's Comedy

This course provides an in-depth introduction to Dante Alighieri's 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include: representations of the afterlife; the soul's relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetics and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; and the reception to Dante's work from the 14th-century to present. The course combines a close analysis of Dante's literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST226, ITAL226, RELI218, MDST226**

Prereq: **None**

COL235 The Spanish Inquisition

Few institutions are as notorious as the Spanish Inquisition. Reviled in literature (most famously by Dostoyevsky in his *Brothers Karamazov*) and lampooned in popular culture (by Monty Python, among others), the Spanish Inquisition remains a potent symbol of both religious fanaticism and ecclesiastical power run amok. In this seminar, we will consider the history and legacy of the Spanish Inquisition, which existed for 356 years (1478--1834) and operated in both Spain and Spain's colonies overseas. We will examine not only the historical record itself (e.g., transcripts of actual trials, individual case studies) but also various depictions of the Inquisition found in imaginative media (art, literature, and film). Our subject, then, will be the Spanish Inquisition both real and imagined. Why did this institution arise? How did it survive for as long as it did? And does the legend of the Spanish Inquisition match its history?

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL236 Witchcraft in the Early Modern World

Between the years 1400 and 1800, approximately 100,000 people were prosecuted on the charge of witchcraft in both Europe and colonial America. Of this number, roughly half were executed. While these estimates are much lower than popularly believed--Dan Brown's *THE DA VINCI CODE* told legions of readers that "an astounding five million women" had been burned at the stake--they are nonetheless startling numbers for a modern audience. In this seminar, we will examine the phenomenon of witchcraft and witch-hunts in early modern Europe and Europe's colonies in the Americas. What confluence of beliefs--religious, legal, cultural--made such prosecutions possible? Of those tried, why were the vast majority women? And how is the witch of history different than the witch of myth, literature, and popular culture? To explore these questions, we will consider historical sources (e.g., case studies, trial records), literary depictions (e.g., plays, fairy tales), and representations in film (e.g., *Häxan*, *The Craft*, *The Witches*).

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **FREN238**

Prereq: **None**

COL237 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900--1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard or public intellectual in the context of the Second Republic (1931--1939), Spain's first important experiment with a progressive democracy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN254, THEA254**

Prereq: **None**

COL238 Animal Theories/Human Fictions

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewall, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Haraway.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **FGSS239, ENGL252**

Prereq: **None**

COL239 Paris, 19th Century

In the course of the 19th century, under the influence of urban growth, political upheaval, and economic speculation, the city of Paris offered an increasingly

seductive but also unpredictable spectacle to artists and intellectuals who attempted to represent the city and envision their role within it. This course will consider both the lure and the effects of this spectacle, paying particular attention to the ways in which the "rebuilding" of Paris under Haussmann and Napoleon III led to reconceptualizations of public and private space in the city and to new spatial and social distinctions by gender and class. We will ask how these visual attractions and social-spatial configurations were ultimately seen to affect the more intimate and psychological spaces for understanding the self and its relation to the other. Authors may include Balzac, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, and Rachilde.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **FREN339**

Prereq: **None**

COL240 Modernism and Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the preeminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and postimpressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the significance of the decorative to painting at the end of the century; and the relationship between art's embrace of privacy, domesticity, and intimacy at the end of the century and France's revolutionary legacy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA240, FIST240**

Prereq: **None**

COL241 Sophomore Colloquium

This is the first of the five multidisciplinary colloquia required of all COL majors. It must be taken during the first semester of the major's sophomore year. The topic is antiquity, and the course covers major texts of the Greek and Roman/Latin traditions, along with selections from the Hebrew Bible and the New Testament.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-COL**

Prereq: **None**

COL243 Junior Colloquium

This is the second of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's junior year. The topic is the medieval period, and the course covers the literature, philosophy, and history of roughly a millennium, from 500 CE to 1475 CE.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-COL**

Prereq: **None**

COL244 Junior Colloquium

This is the third of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's junior year. Its topics are drawn from the literature, history, and philosophy of Europe in the period 1475--1800.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL245 Senior Colloquium

This is the fourth of the five multidisciplinary colloquia required of all COL majors and must be taken in the first semester of the major's senior year. The topics covered include literature, history, and philosophy in the 19th century, which in this context, can extend from 1789 to 1900.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-COL**

Prereq: **None**

COL246 Senior Colloquium

This is the fifth and final of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's senior year. It includes texts from the literature, history, and philosophy of the 20th century, extending from 1900 to 2015.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL248 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

The novel as we know it today reached maturity in Europe in the 19th century against the backdrop of a rapidly changing social and economic context and the emergence of the metropolis as a "capital" coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is equally important within this cultural dynamic, manifesting itself as it does through demographic changes, urban expansion, and the predominance of a bourgeois aesthetic in art and literature. In Spain, these phenomena are acutely reflected by two novelists, Benito Pérez Galdós and Leopoldo Alas ("Clarín"). Through a close reading of what are widely regarded as masterpieces of the modern Spanish novel, *FORTUNATA Y JACINTA* (Galdós) and *LA REGENTA* ("Clarín"), we will seek to evaluate how narrative and the cityscape form interlocking textualities within each of which the family is protagonist and sexuality a central theme.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN251**

Prereq: **None**

COL249 Narrative and Ideology

When ballads were popular songs that told stories, Andrew Fletcher (1655--1716) emphasized the importance of controlling dominant narratives: "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, "makes" people, helping to construct individual subjectivity and collective discourse. How do narratives

function as the vehicles for both overt and covert ideologies? How do stories change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the analysis of the narrative structure of post-1980 American films, supplemental by reading some film theory. It combines short lectures (mainly in the first few weeks) with much discussion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL247**

Prereq: **None**

COL251 Kafka: Literature, Law, and Power

Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST251**

Prereq: **None**

COL253 Existentialism

This course is an introduction to 20th-century French existentialism.

"Existentialism" is both a philosophical tradition and a term that is central to the intellectual history of Western thought. The term was explicitly adopted as a self-description by Jean-Paul Sartre and was widely disseminated both by his own literary and philosophical contributions and those of his associates--notably Simone de Beauvoir, Maurice Merleau-Ponty, and Albert Camus. Existentialism became identified with a cultural movement that flourished in Europe in the 1940s and '50s. It also resonated widely with anti-colonial thinkers across the globe. Thus, through the work of Frantz Fanon, Richard Wright, and Sartre's own intellectual engagement with colonialism and oppression, we will also explore the ways in which existentialism gradually became an intellectual and political tool for contestation against racism and European imperialism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL256**

Prereq: **None**

COL254 Folly & Enlightenment: Madness Before and After the Mind/Body Split

This course examines a variety of ways in which madness has been conceptualized in the history of literature, philosophy, and medicine. Through close readings of classical, early modern, and modern works we will consider forms of human disquiet which have been framed as amorous rapture, poetic furor, the wisdom of folly, visionary experience, satiric subversion, apotheosis, and enlightenment. We will reconsider Foucault's observation that madness is contingent on society by exploring the ways in which perceivably mad characters interact with the limits of their social restrictions and the boundaries of consciousness in order to reveal truths and manifest new outcomes. Special attention will be paid to relationship between insanity and intellect. What is madness? What does it reveal to us about ourselves and our worlds? How does the history of madness inform our understanding of contemporary discourse in mental health and psychic well-being? In addition to the primary texts listed

below, readings will be supplemented with brief excerpts from Hippocrates, Galen, Cicero, Ficino, Huarte de San Juan, Bruno, Freud, Jung, Laing, Foucault and Deleuze.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL256 The Emergence of World Literature(s)

In the past four decades, the traditional study of national territories, their cultures, and literatures has been supplemented and challenged by concepts and phenomena such as the transnational, the diasporic, the global, and the cosmopolitan, as well as by new curricular categories such as world history, world politics, and world literature. This course will focus on world literature and will examine literary, historical, and theoretical texts to ask what is at stake in this new area. Topics will include, but are not limited to, the networks along which narratives circulate; the aesthetic and other standards that regulate the selection of plots and themes that appeal to the cultural gatekeepers; the politics of continued domination, subordination, and cultural imperialism; inclusion and exclusion; and margins, peripheries, and centers. There is as yet no single accepted theory, no consensus history, and no established canon or geography of world literature--all are evolving as literary scholars attempt to weave together elements of comparative and postcolonial literatures with the above-mentioned concepts into a new object of readerly experience and critical knowledge. We will use literary and theoretical texts to explore how world literature is being created.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-COL**

Identical With: **ENGL256**

Prereq: **None**

COL262 Tolstoy

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS252, REES252, RULE252**

Prereq: **None**

COL263 Pale Fire: Nabokov's Ingredients

We will spend the semester reading Vladimir Nabokov's novel PALE FIRE and the many texts it draws from. The characters in the novel have their own specific frames of reference: the American poet John Shade reads Alexander Pope and Robert Frost, while Charles Kinbote draws from a wide range of documents--the Elder Eddas, King Charles II's memoir of his escape, Boswell's Life of Johnson, etc. In the seminar, we will analyze the novel's conversation among subtext, character, and author through student presentations. Some critics consider

Nabokov's novel to be post-modern; our collective analysis of the subtexts will help us examine that idea. Everyone is invited to discover further subtexts to present to the class; we can construct a subtext bank and post it on line. A Nabokov conference on campus towards the end of the semester will be part of the course work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES268, RUSS268, RULE268**

Prereq: **None**

COL265 Nabokov and Cultural Synthesis

This course will trace the development of Nabokov's art from its origins in Russian literature by close readings of the motifs that spiral outward through his (principally English-language) novels.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS263, REES263, RULE263**

Prereq: **None**

COL266 History and Limits of Aesthetic Theory

This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL267**

Prereq: **None**

COL268 Understanding Modernity: Marx, Nietzsche, and Freud

The names of the writers and thinkers Karl Marx, Friedrich Nietzsche, and Sigmund Freud signal a revolution of thought in the 19th and early 20th centuries. This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key concepts such as interpretation, subject, history, politics/society, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of much modern thinking.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST268, GELT268**

Prereq: **None**

COL270 Modernist City-Texts

Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel *ULYSSES* (1922) and David Simon's television series *THE WIRE* (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL272**

Prereq: **None**

COL271 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain

In this course, we will analyze how Gypsies and flamenco are associated, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities--not all Gypsies identify with flamenco and not all flamenco artists are Gypsies--correlations between the two have nonetheless been exploited by the media and by artists as an often unwanted emblem of Spanishness. The tensions surrounding this practice seem related to an undisputed fact of Spanish cultural history: Flamenco is unique within European culture; with a population of nearly one million, Gypsies are Spain's dominant minority; yet recognition of the artistic value of the former and acceptance and assimilation of the latter have been slow to congeal within Spanish society. Our practical aim will be to analyze these important aspects of Spanish culture in their historical context. We will study how the connection between Gypsies and flamenco has emerged; we will evaluate the extent to which it is valid; and we will attempt to assess what seems to be at stake in the struggles between those who promote and those who resist this connection as distinctive of Spanish national culture. In doing so, we seek to foster a deeper understanding of the importance of the Roma community within the framework of European and Spanish culture and a deeper appreciation for flamenco as a unique form of cultural expression. On the theoretical plane, we seek to understand how music, dance, literature, cinema, performance, and art can give expression to ethnicity; how cultural hegemonies emerge; and what role artists play in supporting or contesting those hegemonies. In general, this course is designed to help students develop critical skills of cultural analysis while increasing their proficiency in Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN257**

Prereq: **None**

COL272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature

This course will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 18th- and 19th-century French fiction and, to a lesser extent, poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN372**

Prereq: **None**

COL273 The Agony and the Ecstasy: The German Novel and Novella

Starting with Goethe in the 18th century, German, Austrian, and Swiss authors have made major contributions to the literary genre of the novel and the sub-genre of the novella, typically shorter than a novel and restricted to one plot line. German prose works often grapple with profound philosophical questions, particularly those that bear on the meaning of life, the relation of the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion. In this course we will read, in English translation, longer or shorter works by some of the most significant and enduring authors writing in German between the 18th and 21st centuries. Particular attention will be paid to the portrayal of social and political issues, to narrative strategies and style, and to thematic continuities in the cultures of the German-speaking regions. We will also consider the challenges of translating fiction from one language and culture to another. Several films based on works read in the course will be viewed and analyzed. Ample opportunities will be provided for writing, in both expository and creative veins, and receiving detailed feedback.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST260, GELT260**

Prereq: **None**

COL275 Virtue Ethics: Traditional, Comparative, and Contemporary Approaches

This course provides an overview and evaluation of various virtue-based approaches to ethics in the Western and Eastern traditions. In the first part of the course, we will get a basic sense for the structure and distinctive features of ancient virtue-based ethical theories. In the second part of the course, we will follow the trajectory of these approaches through to their revival in the late 20th century in the contemporary virtue ethics movement.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL276**

Prereq: **None**

COL276 Creativity and Crisis: Germany 1918-1933

This course investigates the fascinating culture of the Weimar Republic, Germany's first, heady, and ultimately unsuccessful experience with democracy between the end of the First World War and the Nazis' rise to power. We will focus particularly on Berlin, coming into its own as Germany's first true metropolis, but will also look at Munich, another hub of cultural activity and the site of Hitler's early organizing activities. Among the topics to be studied may be the increasing influence of film, radio, and the press; modernism in literature; new impulses in art; the economic and social impact of hyperinflation and the Great Depression; changes in the roles of women; assertion of previously taboo gender identities; competing political ideologies; reactions to the immigration of Jews from Eastern Europe; the emergence of proletarian mass culture; and the observations of cultural critics such as Walter Benjamin and Siegfried Kracauer on the world taking shape before their eyes. We will also read works set in Berlin but written by outsiders (Isherwood and Porter).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST275, GELT275**

Prereq: **None**

COL277 Language, Thought, and Politics

This course will offer an interdisciplinary historical investigation of the question of whether (or how) a language--through its grammar and lexicon--influences or even determines its speakers' thoughts and perceptions. We will examine philosophical, linguistic, ethnographic, and literary variations on this question from the 19th century to the present and the wide range of political assumptions and consequences that have entangled the question's various answers. Topics will include the theories of Wilhelm von Humboldt and Benjamin Lee Whorf; the production and critiques of national languages; problems of translation, untranslatability, and universal grammar; gendered speech and l'écriture feminine; political correctness; and linguistic utopianism in speculative fiction.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Deceptively simple, these little texts communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279, GELT279**

Prereq: **None**

COL280 Work: Its History and Future

In this course, we will explore one of the fundamental concerns of human existence: "the creation of man through human labor," as Karl Marx once put it. Marx's interest in self-creation through work and the possibility of overcoming all forms of alienated work is arguably at the heart of what we imagine living well means today. For many of us, an idle life without work has become unthinkable. We live to work and we work to live. Yet while we have become ever more immersed in intimate forms of immaterial labor (keeping in touch with clients at all times, collaborating via digital platforms no matter where we are, tackling our jobs with ceaseless enthusiasm and creativity), waged labor has diminished and might now be thought of as a rare good. Soon the work of truck drivers will be replaced by self-driving vehicles, and the bulk of industrial production will be designated to robots. Automation and artificial intelligence will increasingly restructure intellectual labor, like that of lawyers, accountants, and data analysts, as well. What may once have been the dream of a liberated life is now motivating a feeling of dystopian dread: Fear of losing one's job, of being replaceable, is an all too common feeling. The jobs that remain are demanding but often monotonous. Moreover, deindustrialization in Western countries has created real misery in what used to be the core zones of global wealth accumulation--a development that right-wing populists in the United States and in Europe have been eagerly exploiting to advance protectionist and racist politics. Against the social backdrop of precarious employment, stagnant wages, deindustrialization, the rapid expansion of vast unemployed and underemployed surplus populations, looming ecological disaster, and, crucially, the financialization of a structurally unstable global economy that seems to have exhausted its capacity for substantial growth in productivity,

the future of work must be interrogated with renewed urgency. In addition to reading past and present theories of work, including some essential selections from Karl Marx and critical theory (e.g., Lukács, Adorno, Benjamin, Kracauer), Hannah Arendt's response to Marx in her distinction between labor and work, as well as recent academic work by feminists, affect theorists, and crisis theorists (e.g., Federici, Berlant, La Berge, Weeks, Clover), we will examine narratives and representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet, and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville, Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for understanding the radical historical changes in the meaning of work in the past 200 years as well as its uncertain status in our immediate future.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **GRST280**

Prereq: **None**

COL284 Rethinking the Baroque

The baroque has been defined as the quintessential Hispanic (Spanish and Latin American) aesthetic, in literature and the visual arts. It has also been defined as an essentially conservative, orthodox, pessimistic, and world-denying aesthetic. Instead, this class will examine the aesthetic in terms of its embrace of the sensual, material world; its love of fragmentation, and its imagining of a new citizen-reader able to participate in civic debate. We will examine fundamental categories of the literary baroque, such as *agudeza* (wit) and *desengaño* (disenchantment), and the 17th-century equivalent of the nature-nurture debate (nature-art) and situate them in relation to scientific, political, and religious revolutions of the period. We will therefore explore ways in which 17th-century Spanish culture—far from being focused on decline and decay—optimistically embraced change and pioneered a proto-democratic aesthetic. We will look at diverse baroque literary phenomena, from poetry to satire, from theories of invention and wit (Gracián, Tesauro, Pallavicino) to picaresque narrative, and from New World baroque expressions ("barroco de indias") to political treatises. The democratic thrust of the Hispanic baroque will become apparent in the figure of the reader-citizen and in literary works that functioned as a civic space for public debate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN246**

Prereq: **None**

COL285 Spanish Identity in the Early Modern World

Who exactly is a Spaniard? And which particular qualities constituted "Spanishness" for peninsulares (i.e., those born in Spain itself), for the diverse inhabitants of the Spanish New World, and for Spain's allies and rivals abroad? Was it a question of blood, culture, religion, or some combination thereof? These were questions that provoked profound anxieties, as well as a variety of responses, in the late medieval and early modern periods, particularly as Spain confronted religious and "racial" others both at home (i.e., Jews and Muslims) and overseas (e.g., Amerindians). In this course, we will closely examine these anxieties and responses, paying special attention to the creation and representation of identity itself. Topics will include the legacy of *convivencia* (i.e., the "coexistence" of Jews, Christians, and Muslims in medieval Spain), "purity of blood" laws, the so-called Black Legend (of Spanish rapacity and fanaticism), and the fascinating artistic genre known as "casta paintings" that depicted the dizzying variety of racial mixtures found and produced in the Spanish colonial world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **HIST305**

Prereq: **None**

COL286 French Cinema: An Introduction

This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be, What makes French cinema "French"?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN280**

Prereq: **None**

COL289 Forbidden Love: From the Middle Ages to the French Revolution

This advanced seminar explores the theme of "forbidden love" in prose fiction, memoirs, poetry, and theater in France from the Middle Ages to the French Revolution. We approach it from three vantage points. The first step will be to establish a theoretical, historical, and conceptual basis for understanding of the forbidden, the taboo, transgression, and subversion. This will enable us to contextualize concepts such as love, desire, sexuality, and "gender." Then we will study the texts themselves, focusing on three main themes: adultery, same-sex relations, and incest. Finally, we will watch film and theatrical adaptations of some of the core texts in the 20th and 21st centuries to understand how and why we appropriate them today. By the end of this course, students will improve their knowledge of a central but often neglected dimension of French literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explore how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provide evidence of competence in critical reading and in the presentation of independent research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN397, FGSS397**

Prereq: **None**

COL291 Forward, Without Forgetting: The GDR in Literature and Film

In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, but it developed its own, equally rich literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. We will also explore phenomena such as the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. We will read works by Christa Wolf, Wolf Biermann, and Monika Maron, among others, and watch films and TV-series produced before and after unification.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST302, GELT302**

Prereq: **GRST217**

COL293 Goethe, Schiller, and German Romanticism

This course covers a period of roughly 60 years that defined the shape of German literature and culture for good. In 1774, Goethe entered the literary scene with his epistolary novel *THE SORROWS OF YOUNG WERTHER*. In 1832, he published his final work, the second part of *FAUST*, and became immortal. With his earthly

death, a period now known simply as the "Age of Goethe" [Goethezeit] came to an end. The tasks of this course will be twofold. We will first examine the aesthetics and core ideas of Goethe and his friend and occasional collaborator, Friedrich Schiller, the second major representative of Weimar classicism. We will then contrast the ideals and works of Weimar classicism with the much more freewheeling and often deeply ironic intellectual and artistic production of German Romanticism as embodied in members of the Romantic circle around Dorothea von Schlegel and her lover and later husband, Friedrich, and Caroline Schlegel and her husband, August Wilhelm Schlegel (Friedrich's brother). The young and hip members of the Schlegel circle acted both as profound admirers of Goethe's achievement and as acerbic critics of what they perceived to be the stilted style of Weimar classicism. While Romanticism is often misunderstood as a cult of irrationalism, the German Romantics were closely allied to the transcendental idealism of Fichte and Schelling and advocated their own brand of a communal thinking or "symphilosophy." The course will probe both the continuities and the antagonisms that characterize German literary culture in the Age of Goethe.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT286, GRST286**

Prereq: **None**

COL297 Reading Nietzsche

Friedrich Nietzsche, trained philologist and self-proclaimed "free spirit," remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the "Dionysian," the "will to power," the "eternal return of the same," the "transvaluation of all values," and the "over-man," Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche's major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming art form. The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche's works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche's texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST261**

Prereq: **None**

COL298 Minorities in French Cinema

This course offers insights into the ways French cinema represents minorities in postwar France. We will study films formally and contextually to understand what French cinematic representations of minorities add to the debate surrounding immigration and national identity. Students will learn how to analyze cinematic texts in depth and reflect upon the identity crisis of France.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN398**

Prereq: **None**

COL299 The Grumbling Hive: Ethics and British Literature, 1660–1800

This course will explore the ethical imagination in the 18th century by looking at literary representations of social organization and encounters with the other alongside readings from moral and political philosophy. Both literary and philosophical discourses were deeply invested in normative claims about how men and women should live their lives, but they often developed radically divergent concepts of consent, virtue, the "State of Nature," natural sociability, and rational autonomy. We will explore these divergences by taking seriously the intersections and impasses that emerge when literature and philosophy are put into conversation. Discussion and assignments will address the ways in which different literary forms and traditions develop, and critique "practical" philosophies and how the "realisms" of literary and philosophical representations tell different stories about moral imperatives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL308**

Prereq: **None**

COL303 Matter, Community, Environment

In recent years, it has become increasingly difficult to consider human communities without also considering questions of "nature" or "environment." Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no "nature" or "society"--only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as "community" or "society") as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on "us" as humans in the first place but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM305, ENGL302, SISP303**

Prereq: **None**

COL304 Negotiating Gender in the Maghreb

Since 1989, the fractious debate over a Muslim woman's right to wear a veil in France (from the short hijab to the all covering niqab) has focused attention on the relationship between secularism and religion in the French public sphere. Less discussed, but perhaps even more significant, is the question of gender and Islam. This class will contextualize the question of Islam and gender in the Maghreb, the Muslim region most linked (historically, geographically, and demographically) to France. Using religious, literary, historical, and sociological sources, the first part of the course will focus on gender in the early days of Islam, charting the evolution of gender issues before and during the era of French colonialism in the Maghreb. The second part of the course will focus on women's issues in the contemporary Maghreb, from independence to the recent Arab revolutions, as represented through literature, film, and various news media from or about the region. Class participation, papers, and most readings will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN303, FGSS304**

Prereq: **None**

COL307 Negotiating French Identity: Migration and Identity in Contemporary France

With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN305**

Prereq: **None**

COL308 Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Medieval people moved: They traded and sent emissaries; they invaded and migrated; they wandered, begged, and ascended the heavens; they went on crusade, jihad, and pilgrimage. This course will first analyze the most consistently preserved sources on medieval movement: accounts of pious travel "for God's sake and not for pleasure." We will then contextualize such accounts with two other types of movement: the physical journeys of traders, diplomats, and warriors, as well as the interiorized journeys of the prophet, the mystic, and the storyteller. By encompassing this variety we will be able to pursue a larger question: Can patterns of exchange across the physical and cultural barriers of geography, language, religion, and governance reveal a more global medieval world than we usually envision?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **MDST308, HIST303**

Prereq: **None**

COL309 Truth and the Poet: Lyric Subjectivity from Dante to Dylan

Who is the poet? What is subjectivity? How do lyric works reify their own claims to truth? What is the role of the poet in society? This course examines the poet in relation to the history of subjectivity. We will explore how poetry--specifically lyric poetry--instantiates and validates subjectivity without deferring to empirical or objective truth claims. We will consider whether the history of the lyric can be read as a series of observations in phenomenology that answer directly to the theological turn in contemporary thought, and we will discuss the ways in which lyric subjectivity in particular challenges the boundary of human experience, logical argument, and empirical knowledge.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **CHUM309**

Prereq: **None**

COL311 Spinoza's ETHICS

This course is devoted to close reading of one of the philosophical masterpieces of the Western tradition. The ETHICS is of genuine contemporary interest, with its metaphysics that combine materialism with theism, its philosophical psychology that anticipates Freud, and its attempt to reconcile human freedom with a belief in scientific explanation. This is a difficult, vast, profound work that requires and will repay close study.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL311**

Prereq: **None**

COL313 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

From 1580 to 1680, Spanish playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine six of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, and Tirso de Molina in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso, Calderón's "Spanish Hamlet" Segismundo, and Lope's spitfire diva Diana, the Countess of Belflor) and their virtuoso dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to performance spaces and traditions and the shaping influence of women on the stage (in contrast to England). Organized around the careful reading of six key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful texts closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN231, THEA231**

Prereq: **None**

COL314 Crossing Borders on the Early Modern Stage

This course looks at the ways in which seven fascinating plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger responded creatively to and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements--of peoples, ideas, goods, capital, and diseases--that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples) to examine the exoticism, immorality, internal conflicts, and

injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed and online resources and Wesleyan's Special Collections and Archives. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish professional stage in roles played by boy actors in England). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST302, SPAN302, THEA322, ENGL377**

Prereq: **None**

COL316 Reality and Escape: Four Contemporary German Novels

In this advanced seminar, we will read and analyze four contemporary German novels that range from attempts to convey detailed accounts of how we live under the conditions of an all-pervasive capitalist system to novels that allow us to escape to other worlds, either in (imagined) history or entirely in our fantasy. Our objectives are threefold: We want to (1) come to a genuine understanding of what kinds of novels have been written in Germany since the turn of the century; (2) analyze our four novels with regard to how they represent (or refuse to represent) historical and social reality; (3) arrive at a better understanding of what it means to refer to a work of literature as "contemporary": does it mean, simply, that the text was written in recent years, or are we justified in demanding that the text somehow convey a truthful image of the historical time that we inhabit now? Under the rubric "reality," we will read and discuss Ernst-Wilhelm Händler's *WENN WIR STERBEN* (2002) and Rainald Goetz' *JOHANN HOLTROPP: ABRISS DER GESELLSCHAFT* (2012). Under the rubric "escape," we will read and discuss Christian Kracht's *IMPERIUM* (2011) and Felicitas Hoppe's *PARADIESE, ÜBERSEE* (2003).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST342**

Prereq: **None**

COL320 Modern Intellectual History in Global Perspectives

Recently, postcolonial critics have urged historians to reconsider the emergence of ideas central to European intellectual history—including reason, society, and human rights—as part of a global process. In this course, we will explore intellectual history in dialogue with the non-West. Topics include the Enlightenment, romanticism, nationalism, modernity, and postmodernity. Discussions will address how these movements took shape through a series of cross-cultural exchanges and exclusions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM320, FGSS319**

Prereq: **None**

COL323 Gender and History (FGSS Gateway)

What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex

and gender needed to be studied in a global context. More than two decades after Amadiume's influential book *MALE DAUGHTERS, FEMALE HUSBANDS: GENDER AND SEX IN AN AFRICAN SOCIETY* (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST291, FGSS269**

Prereq: **None**

COL324 Interpreting the "New World": France and the Early Modern Americas

The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN324, FGSS324**

Prereq: **None**

COL327 Cervantes

Cervantes is known chiefly for *DON QUIXOTE*, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. *DON QUIXOTE* also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about *DON QUIXOTE*, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN236, MDST254**

Prereq: **None**

COL330 Plato's Moral Psychology

The PHAEDRUS, usually considered among the last of Plato's dialogues, is one of the philosophical and literary masterpieces in his corpus. It is also a veritable digest of Platonic theory, covering topics in moral psychology, metaphysics, epistemology, and aesthetics. Virtually every major doctrine commonly attributed to Plato can be found in the dialogue, including his theory of forms, his doctrine of recollection, his views on the immortality of the soul, and his tripartite account of human psychology. The structure of the PHAEDRUS famously falls into two parts: the first containing three speeches on love, or eros; the second containing a discussion between Socrates and Phaedrus on the difference between good and bad discourse. Since antiquity, readers of this dialogue have puzzled over the connection between these two parts of the work and their respective themes. What is the relationship exactly between love and discourse? We will explore this question in this seminar through a close investigation of Plato's moral psychology in the PHAEDRUS, focusing on his views on the role of human motivation in argument and the connection between this topic and other topics in the dialogue. In the process, we will consider the place of the PHAEDRUS both in the context of Plato's views on rhetoric elsewhere (in works such as the GORGIAS) and in the context of various historical debates that were occurring in 4th- and 5th-century Greece regarding the art of argument.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL305**

Prereq: **None**

COL332 European Intellectual History since the Renaissance

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST216**

Prereq: **None**

COL332L European Intellectual History since the Renaissance- Service Learning

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts. This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST216L**

Prereq: **None**

COL334 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who

have achieved international acclaim by reworking a national film idiom within international frames of reference.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST301, SPAN301, FILM301**

Prereq: **None**

COL336 Theories of Translation

This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL356**

Prereq: **None**

COL338 Utter Nonsense: From Allegory to Zaum

This course explores the ways that we make sense of literary works by examining two groups of texts that have a vexed relationship to the notion of sense itself. The first half of the course will offer a survey of 20th-century avant-garde writings, from the French, Russian, and American traditions, that have been (or might be) classified as nonsense. These include modernist experiments allied with Futurism, Dada, Surrealism, and Absurdism, as well as texts generated by machines (or algorithms) and texts composed in accordance with rigorous formal constraints. Reading these texts alongside both their authors' manifestos and the subsequent interpretations of literary critics, we will try to understand what authorial principles of organization or readerly practices of interpretation might enable us to make sense of particular kinds of nonsense. In the second half of the semester we will examine allegorical texts from the middle ages (Dante, Everyman) to the present (Black Mirror, Westworld). Like nonsense texts, allegories seem to be missing something that is necessary to their meaning: They require us to impose upon them some kind of sense that was not initially there, or to replace a first, literal reading with a second one that we can only produce by means of some system or code exterior to the text itself (or so deviously hidden within the text that it constitutes an "enigma"). Throughout the semester, we will continually ask how the strategies of interpretation we bring to bear on these two groups of strange texts might relate to--and even serve as models for--the ways that we read less unusual literary and non-literary texts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

COL339 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, CCIV393, CEAS340, FIST290, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

COL340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

Hannah Arendt's *Eichmann in Jerusalem* (written at Wesleyan's Center for Advanced Studies in 1962) is often reduced to the easily misunderstood phrase "the banality of evil." This seminar will seek to account for the explicit and implicit theoretical claims of Arendt's work. The course will be divided into two parts: In the first, we will explore in-depth *Eichmann in Jerusalem* and its controversial reception in conjunction with Arendt's evaluation of the faculty of judgment as elusive yet decisive in establishing a viable moral philosophy after Auschwitz. We will conclude our study of Arendt with her lectures on Kant's *Critique of the Power of Judgment*, a work that she treats not as Kant's aesthetics but rather as his (unwritten) political philosophy. The second part of the seminar will be dedicated to literary depictions of trials and/or texts that have themselves a trial-like structure. Our literary case studies include texts by Kleist, Kafka, and Peter Weiss. The ultimate purpose of the seminar is to study and critique procedural (and this includes literary and juridical) evaluative mechanisms that allow the truth of inhuman acts to come to light. Thus, we will examine the rules, procedures, and language games that are instrumental in making ineffable events appear.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM340, GRST340**

Prereq: **None**

COL341 Plato's REPUBLIC

The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's *Republic*. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of *The Republic* alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on *The Republic* primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the *Republic* in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by *The Republic*.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL303, CCIV257**

Prereq: **None**

COL346 Digital Humanities: Intellectual Encounters in the 21st Century

Tweeting, Tumblr, blogs, and social media are changing the way that intellectuals produce, disseminate, discuss, and archive their work. This course will explore new modes of intellectual production and dissemination in theory and practice to explore and evaluate the ways that these forms are changing intellectual production (if indeed they are). The course combines two distinct components: attendance at the Center for the Humanities weekly Monday Night Lecture series, and faculty and weekly discussion meetings. The lectures will serve as content to be discussed, disseminated, and archived using such forms as Twitter, Tumblr, and class blogs. Then we as a class will evaluate these artifacts in terms of efficacy, depth, and appropriateness to the subject under consideration. Students will learn strategies for informed live tweeting, editorial oversight of academic discussion forums, academic blogging, and other new media.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM346**

Prereq: **None**

COL347 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians

This seminar investigates a unique "age of empires" in the wider Mediterranean world--the ninth century--during which imperializing political revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these "renaissances," we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return, specifically of Greek, Roman, and Persian imperial traditions. The course uses a workshop environment that relies on both collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations and a (in-translation) source-based research project.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **CHUM315, HIST327**

Prereq: **None**

COL349 Modernism and the Total Work of Art

The term "total work of art" refers to the German *Gesamtkunstwerk* that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA339, GRST239, GELT239, FIST339, MUSC285**Prereq: **None****COL359 Philosophical Classics I: Ancient Western Philosophy**

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-PHIL**Identical With: **PHIL201, CCIV217**Prereq: **None****COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant**

Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' *MEDITATIONS*, Locke's *ESSAY CONCERNING HUMAN UNDERSTANDING*, Berkeley's *TREATISE ON HUMAN KNOWLEDGE*, Hume's *ENQUIRY CONCERNING HUMAN UNDERSTANDING*, and Kant's *CRITIQUE OF PURE REASON*.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-PHIL**Identical With: **PHIL202**Prereq: **None****COL370 Digital History**

This course offers an introduction to the emerging field of digital history, part of the broader digital humanities (DH), the application of computing techniques and new media to humanities disciplines. DH has important implications for teaching, research, and the presentation of cultural artifacts to the scholarly and general public. Digital humanists employ a wide-ranging set of techniques, from text- and data-mining to network analysis, topic modeling, GIS, and visualizations. DH also offers opportunities for cross-disciplinary collaborations among humanists, computer scientists, media specialists, and others. As a result, this course seeks to bring together students with a variety of skills and backgrounds (e.g. history, writing, programming, web and graphic design, sound and video) who share an interest in historical communication and making things. Through readings, conversations, and hands-on work with DH tools and historical resources, we will examine questions pertinent to historical scholarship and consider how they may be reconfigured by new media and new applications of computing power. How does DH allow us to ask new questions as historians, and what perils do digital techniques pose for the discipline of history? Together, we will cultivate our skills

as practitioners of history in the digital age. A central component of the course will be collaborative DH projects of our own devising. Much of the course will have the character of a digital history research lab as we take real problems and relevant sources to advance historical knowledge as well as our skills. This might involve projects in which we conceive, design, build, publicize, and launch a tool, website, or other contribution to digital history. Students should be prepared to collaborate in and out of class, to teach and learn from each other, and to cope with a dynamic and flexible syllabus and group of tasks. This course is part of Wesleyan's Digital and Computational Knowledge Initiative.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST211**Prereq: **None****COL401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****COL402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****COL403 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: **Host**Grading: **Cr/U****COL404 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: **Host**Grading: **Cr/U****COL407 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**Grading: **A-F****COL408 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**Grading: **A-F****COL409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **Cr/U****COL410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **Cr/U****COL411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****COL412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT**

COL420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

COL465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **Cr/U**

COL466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

COL491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COL492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COLLEGE OF SOCIAL STUDIES (CSS)

CSS220 Sophomore Economics Tutorial: Topics in the History of Economic Thought

This tutorial will consider alternative visions of capitalism as they have unfolded in the economic literature since Adam Smith published *The Wealth of Nations* in 1776. By "capitalism" is meant, loosely, an economic system based on market exchange and the private ownership of productive assets; that is, the system which arose in Western Europe roughly five hundred years ago and which now increasingly pervades human society. Necessarily this survey is somewhat selective. In particular, rudimentary knowledge of the neoclassical paradigm (the basis of modern mainstream economics) is taken for granted, and fans of such stalwarts as Thorstein Veblen and Joan Robinson are likely to be disappointed. Our strategy for dealing with severe strictures of time will be to focus our studies primarily on the work of three thinkers who have defined much of the ground for subsequent analysis and debate in political economy, i.e. Adam Smith, Karl Marx, and John Maynard Keynes. We will also study some of the contributions of Jean-Baptiste Say, Thomas Malthus, and David Ricardo to the classical school of thought, as well as the contributions of American economist John Bates Clark to the neoclassical "marginalist" framework. You are encouraged to make regular, though not exclusive, use of the analytical tools acquired in introductory microeconomics; these may serve to provide a common ground for assessing arguments emerging from vastly different conceptual and analytical frameworks.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.50**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

CSS230 Sophomore Government Tutorial: State and Society in the Modern Age

This course analyses the core political institutions of Western democracy as they have evolved over the past 200 years. The European model of the nation-state and capitalist economy became something which other countries around the world were forced to emulate or combat. Political scientists pose the same questions as do philosophers and historians: the relationship between the individual and society, and the conditions under which efficient and just systems of government emerge. Political scientists range over the same historical evidence as the other disciplines, although they tend to spend less time on dead people than do historians. The difference is mainly in method and approach. Political scientists look for systemic explanations, for structural patterns across many cases. Historians revel in the specificity of individual cases and the uniqueness of history, but political scientists feel uncomfortable when forced to deal with specific cases. While philosophers judge empirical reality against abstract principles, political scientists stick with evidence from the material world. The purpose of this course is to introduce some of the most important ideas and authors on the evolution of the modern state and political movements. Unlike economics, which has a set of very clear and unified theoretical principles, there is no agreement among political scientists about how to analyze these topics. Liberalism is broadly accepted as the only legitimate frame of reference, having fought off the Marxist challenge, but within liberalism there are divergent approaches as to the scope for democracy, the role of the state, and the relative merits of stability and change. Mid-range theories, more exactly approaches, come in and out of fashion. This tutorial introduces you to some of the most influential writers in the political science tradition and the box of tools they have used to tackle these problems.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.50**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

CSS240 Sophomore History Tutorial: The Emergence of Modern Europe

This intensive survey of European history from the French Revolution to the present will consider European history in terms of many types of history, often from conflicting perspectives, including, for example, political history, economic history, social history, women's history, intellectual history, and psycho history. Throughout the history tutorial, emphasis will be placed on developing students' skills in reading, writing, and debating. The history tutorial is designed to ground students in modern European history and also to develop students' ability to master related materials in the future.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

CSS271 Sophomore Colloquium: Modern Social Theory

This colloquium examines a number of competing conceptual frameworks in the social sciences derived from major political philosophers and social theorists, such as Hobbes, Locke, Rousseau, Marx, Durkheim, Weber, and Freud.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

CSS320 Junior Economics Tutorial: Economics of the Welfare State

The role that government plays in the lives of ordinary citizens has evolved dramatically over the past several decades. Even in the "free market" United States, spending on income security, health, and public pensions has increased

from less than 10 percent of government spending in the 1950s to more than half of spending today. This tutorial will explore the economic justifications for, and impacts of, this evolution of the role of government. Particular attention will be paid to the theory of social insurance with emphasis on government involvement in the healthcare system. Additional topics will include public pensions, unemployment insurance, and antipoverty programs.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

CSS330 Junior Government Tutorial: Political Leadership

Political leadership is a term we often hear from journalists, politicians, and even friends and family. It's commonly heard as part of the phrase "failure of political leadership." But, what does political leadership mean? If the concept of political leadership is to be useful, it has to mean more than "I think it's that politician's fault that I did not get my desired outcome." This course explores a variety of frameworks for understanding political leadership. We will address questions such as: What makes good or bad leadership? Does political leadership depend on context? What is the relationship between leadership and followership? Not a course focused on American political leadership, this course examines leadership in a range of different cross-national contexts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

CSS340 Junior History Tutorial: Post-Imperial History, 1945--1990

This tutorial will survey selected themes and subjects in the postwar history of former European colonies and imperial possessions, focusing specifically on the process of decolonization and nation building in Africa, the Middle East, South Asia, and Southeast Asia. The tutorial will consider the legacy of imperialism, the development of nationalism and independence movements, and the challenges posed to newly independent states in the context of the Cold War. It will also analyze the problems of trade relations with the West and the challenge of sustained economic development. The tutorial aims to compliment the sophomore history tutorial (CSS 240) by building on its methods and foundations to broaden the horizon in order to consider the process of modernization in a non-European setting. Throughout we will be testing the possibilities and limits of postcolonial theory as a tool for analyzing the postwar history of modern Africa, the Middle East, the Indian subcontinent, and former Indochina. The tutorial aims to impart a basic understanding of the postwar history of former European colonies and to develop some of the skills needed to write longer research papers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

CSS371 Junior Colloquium: Liberalism and Its Discontents

This course presents an overview of social and political theories developed in the post-World War II period. It focuses particular attention upon developments within Liberal political theory during this time, examining this scholarship both for the insights it offers and for the ways in which these ideas have been used to obscure oppressive social relations. Considering the general contours of the Liberal tradition--particularly its relationship to forms of social domination such as colonialism, racism, class inequality, and gender and sexual oppression--the course moves through an examination of canonical thinkers who have both challenged and contributed to Liberal social thought. Taking the ruminations of Nazi jurist Carl Schmidt as a problematic yet demanding provocation, the course asks in part how successfully Liberal theorists have resolved the dilemmas

Schmidt identifies within Liberalism (or if, indeed, fascist tendencies pervade Liberal social thought, as Schmidt contends). Theorists within the Liberal tradition such as Friedrich Hayek, Hannah Arendt, and Jürgen Habermas are joined by critics such as Franz Fanon, Carole Pateman, and Michel Foucault in this critical overview of contemporary Liberal social theory. Through this examination of recent interventions in Liberal thinking regarding the social, this class is meant to provide students with an opportunity to think through ways in which various contemporary approaches to social issues both invoke and reformulate political debates of long standing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

CSS391 Senior Colloquium: Crime and Punishment

This course considers the American criminal law, the procedures through which it is enforced and the nature of criminal punishment from a variety of perspectives. We will begin with the criminal law itself, its moral foundations and assumptions, the essential elements of criminal liability and several of the law's more important doctrines and rules. We will then turn to the institutions of enforcement and punishment, the police, the public prosecutor, the criminal courts and the system of punishment, to see how they work "on the ground" and compare this to the ideals of the law. Finally, we will put the American system in international perspective by comparing it to European institutions of criminal justice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

CSS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CSS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CSS407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **OPT**

CSS408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

CSS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CSS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

CSS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSS419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CSS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CSS465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

CSS467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

CSS469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CSS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **Cr/U**

CSS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COMPUTER SCIENCE (COMP)

COMP112 Introduction to Programming

The course will provide an introduction to a modern, high-level programming language including a discussion of input/output, basic control structures, types, functions, and classes. The lectures will also discuss a variety of algorithms as well as program design issues. The second meeting time for each section is a computer lab.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

COMP113 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL265, MB&B265, CIS265**

Prereq: **[MB&B181 or BIOL181]**

COMP114 How to Talk to Machines

In this course, students will learn how to program in a number of different styles. We start with programming state-transition machines, the kind of programming one might use to instruct a robot how to interact with the world around it. We will move on to programming von Neumann machines, which form the core of most computing systems today, and so along the way we will learn what is "in the box." We will end with an introduction to high-level programming, learning the fundamentals of programming in a language such as Python or Java. The goal of the course is to understand not just programming, but how computers are designed, and how those designs are reflected in the way we program them. Along the way, we will pay special attention to the commonalities of the various styles, ultimately learning that much of what a high-level language provides is a way to more easily express computational algorithms that are ultimately implemented on a state transition machine. After passing this course, students will have a working knowledge of basic programming, and COMP 114 satisfies the Mathematics major "elementary knowledge of algorithms and computer programming" requirement.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

COMP115 How to Design Programs

In this course, students will learn to systematically design programs, going from a problem statement to a well-organized solution in a step-by-step fashion. We will apply these program design skills to many applications within computer science and in other disciplines. Students will develop their mathematical skills, because we will use a symbolic view of computation that explains the process of running a program as simple manipulations of its text. Students will also develop their technical reading and writing skills, such as understanding complex problem descriptions and precisely articulating the design of solutions. No prior experience with programming or computer science is expected.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

COMP131 Can Machines Think? (Logic and Computation)

This course will address the question of machine reasoning and its scope through the perspective of computation and logic. We will start by studying the elements of mathematical logic and will learn how to code in the ML programming

language so we can approach the issues of automated deduction from both a technical and philosophical perspective. The course will also include extensive readings on consciousness and on the capabilities and limits of computation. Students will be required to write several detailed essays on the issues discussed in class and in the readings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

COMP132 Computing, Privacy, and Security

This course will discuss both technical and ethical issues related to computing.

On the technical side, the material will cover topics such as networking and cryptography. The technical material will be learned in the service of discussing social and ethical issues such as privacy, security, and intellectual property.

Neither list is exhaustive, and each list is likely to be modified according to the interests of the instructor, interests of the students, and current events.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

COMP211 Computer Science I

This is the first course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications. Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP112 OR COMP113 OR COMP115**

COMP212 Computer Science II

This is the second course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for prospective computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages, correctness and cost specifications, and proof techniques for verifying specifications. Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the courses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP211**

COMP260 Special Topics in Computer Science

This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **QAC260**

Prereq: **COMP112**

COMP266 Bioinformatics

This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence analysis using Hidden Markov Models, Regular Expressions, and information theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL266, MB&B266, CIS266**

Prereq: **[MB&B181 OR BIOL181]**

COMP301 Automata Theory and Formal Languages

This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP500**

Prereq: **COMP211 AND COMP212 AND MATH228**

COMP312 Algorithms and Complexity

The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP510**

Prereq: **COMP212 AND MATH228**

COMP321 Design of Programming Languages

This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP521**

Prereq: **COMP212 AND MATH228**

COMP327 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree

of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL327, BIOL527, COMP527, CIS327**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP331 Computer Structure and Organization

The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP531**

Prereq: **COMP212**

COMP342 Software Engineering

This course provides an introduction to the processes and tools of software engineering: the design, development, testing, and maintenance of large software systems. The course is based on the Berkeley MOOC "Software Engineering as a Service" and uses on-line material from the MOOC to provide some content. The first part of the course will cover developing software in teams as well as learning the languages and tools used in the course, including Ruby, Rails, Cucumber, RSpec, Pivotal Tracker, and GitHub. The second part of the course will continue to present software engineering concepts but will also focus on developing a team service-learning software development project for an external customer.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP211 AND COMP212**

COMP350 Computational Media: Videogame Design and Development

This course examines the interplay of art and science in the development of contemporary video games using "game tool" applications to achieve a variety of purposes. It combines a detailed understanding of computational media, including legal and commercial aspects, with hands-on experience in the creative process. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to understand the challenges and rewards of producing video games in a professional context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **NSM-MATH**

Identical With: **CIS250, FILM250**

Prereq: **None**

COMP352 Topics in Artificial Intelligence

The content of this course will be artificial intelligence and machine learning. The course will cover search strategies and planning and will build up to basic machine learning principles and techniques. Includes some programming.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP552**

Prereq: **MATH228 AND COMP212**

COMP356 Computer Graphics

This course covers fundamental algorithms in two- and three-dimensional graphics. The theory and application of the algorithms will be studied, and implementation of the algorithms or applications of them will be an integral part of the course. According to the tastes of the instructor, additional topics such as elementary animation or more advanced techniques may be covered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212**

COMP360A Special Topics in Computer Science

This course covers special topics in computer science. Topics will vary according to the instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

COMP360B Special Topics in Computer Science

This course covers special topics in computer science. Topics will vary according to the instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

COMP360C Special Topics in Computer Science

This course covers special topics in computer science. Topics will vary according to the instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

COMP401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

COMP404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

COMP407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

COMP408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

COMP409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

COMP420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

COMP421 Undergraduate Research, Sciences

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **A-F**

COMP422 Undergraduate Research, Sciences

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

COMP423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

COMP491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COMP492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

COMP500 Automata Theory and Formal Languages

This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP301**

Prereq: **COMP211 AND COMP212 AND MATH228**

COMP501 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **A-F**

COMP504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **A-F**

COMP510 Algorithms and Complexity

The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic

programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP312**

Prereq: **COMP212 AND MATH228**

COMP511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP521 Design of Programming Languages

This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP321**

Prereq: **COMP212 AND MATH228**

COMP527 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL327, COMP327, BIOL527, CIS327**

Prereq: **[BIOL182 or MB&B182] OR [BIOL196 or MBB196] OR COMP112 OR COMP211**

COMP531 Computer Structure and Organization

The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures,

and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP331**

Prereq: **COMP212**

COMP549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

COMP552 Topics in Artificial Intelligence

The content of this course will be artificial intelligence and machine learning. The course will cover search strategies and planning and will build up to basic machine learning principles and techniques. Includes some programming.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP352**

Prereq: **MATH228 AND COMP212**

COMP571 Special Topics in Computer Science

Supervised reading course of varying length. This course may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

COMP572 Special Topics in Computer Science

Supervised reading course of varying length. This course may be repeated for credit.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

DANCE (DANC)

DANC103 Dancing Bodies

This course introduces students to basic dance literacy by viewing dances on film and video, making movement studies, and practicing writing in different modes about bodies in motion. The utopian ideal of "the natural" dancing body will guide our investigation of dance as art and culture, from Isadora Duncan to the postmoderns. We seek answers to such questions as, What do performance codes about the natural body feel and look like? How do dance traditions preserve, transmit, and reconfigure eco-utopian desires? No dance experience is necessary. The desire and confidence to create and move collaboratively with others is expected.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC105 Dance Production Techniques

Areas to be covered in this course include lighting design and execution, stage management, costume and scene design, and set construction. Practical experience in the department's production season is an important part of the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC107 Writing Is Dancing, Dancing Is Writing

We watch dance and then we write about it. Dance needs writing to be understood and to endure. Or maybe not. Maybe dance needs no help. Then, what do we write? Writing as dance, in dance, of, from, alongside... As readers, writers, and performers, we will explore established and experimental modes of writing and choreography and look for ways that each form can stretch and challenge the other.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC111 Introduction to Dance

This is an introduction to dance as an educational, technical, and creative discipline for students with no previous formal dance training. Classes will introduce the basic components of dance technique--stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns. Through improvisation, composition, and performing, students will develop a solid framework applicable to all forms of dance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC202 Ballet I

This is a basic elementary-level ballet class. Ballet terminology and stylistic concepts will be introduced with a strong emphasis on correct alignment.

Selected readings required.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC211 Modern Dance I

This elementary modern dance class is above the introductory level with an emphasis on anatomically sound and efficient movement. Studio work, readings, and homework assignments focus on experiential anatomy and the development of strength, endurance, joint mobility, and technical skills necessary for working in dance technique, improvisation, and choreography.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC213 Jazz/Hip Hop/Black Vernacular Dance

This course is a introductory practice overview of Hip Hop dance drawing from the early 1970s to the present. Through the use of movement practice and visual aids, this course will critically examine the Hip Hop dance vernacular historically, anatomically, and emotionally. Styles covered in the class will include traditional styles such as locking, popping, and house fundamentals, as well as more current "party dances" and their connection to African dance. This course will also look at Hip Hop dance forms from an evolutionary perspective with a focus on changes over time and space.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Identical With: **AFAM262**

Prereq: **None**

DANC215 Modern Dance II

This intermediate modern dance class will focus on moving with technical precision, projection of energy, dynamic variation, and proper alignment. Emphasis will be placed on learning movement quickly and developing awareness of space, time, and energy.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC220 Performing Indonesia

This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breuer, and Julie Taymour, who have all collaborated with Balinese performers.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA220, CEAS229**

Prereq: **None**

DANC231 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's *Pina*, Elliot Caplan's *Cage/Cunningham*, John Cohen's *The High Lonesome Sound*, and Peter Greenaway's *Four American Composers*.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC231, THEA213**

Prereq: **None**

DANC237 Performance Art

This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA237**

Prereq: **None**

DANC240 Deeper Ecology: Moving to Connect with Earth and Environment

This somatically-based course will focus on how movement and body can exist in relation to Earth and environment. How can our own physical movement practices become tools in (1) connecting with the natural world, (2) gaining understanding and information, and (3) advocating, educating, and making change. We will explore this through three approaches: dance and movement improvisation, movement ritual, and biodynamic farming. Each section of the course will allow us to engage with the natural environment in a different physical way and to reflect on distinctions between observing, interacting, and shaping it. We will dance indoors and outdoors, enhance our perceptual awareness through exercises in seeing and listening, create movement rituals, and volunteer at Long Lane Farm to get an introduction to sustainable agriculture as a physical practice. We will also engage in readings and discussion of works in deep ecology, eco-feminism, philosophy, and somatic practice. Students will gain an understanding of a range of views about the connections between humans and nature and question the idea of "nature" as a separate entity to conquer or protect.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC244 Delicious Movement: Time Is Not Even, Space Is Not Empty

This course contemplates metaphorical nakedness and human and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based artist Eiko Otake of Eiko & Koma, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, with history, and with other beings. Topics of study and discussion include Eiko & Koma's body of works, atomic bomb literature, postwar Japan, and environmental violence such as Fukushima nuclear explosions. A key concept of study will be metaphorical nakedness and how distance is malleable.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS244**

Prereq: **None**

DANC249 Making Dances I: Solo Work

This is the first semester in the composition sequence and focuses on solo choreographic processes. In this course we will experiment with many ways of approaching dance making, from theoretical analysis to practical

experimentation and whimsical searches for inspiration. We will aim to practice deep listening, sustained inquiry, and pushing our creative boundaries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC250 Dance Composition

This course in creating and performing choreography emphasizes the diversity of techniques, methods, and aesthetic approaches available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement styles and on solving composition tasks that are drawn from various art mediums.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC252 Performing "Africa" in Brazil

This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country's progress to being celebrated as "the essence" of a unique, welcoming, exotic culture. This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, capoeira, and condoblé in the early 20th century. Focusing on the state of Bahia, the "Afro-Brazilian capital," this course will also cover late 20th-century Afro-centric practices such as blocos-Afro and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST250, AFAM250**

Prereq: **None**

DANC260 West African Dance I

West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course, students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC261 Bharata Natyam I: Introduction of South Indian Classical Dance

This course is designed to introduce students to the fundamental aesthetic, social, and technical principles underscoring the culture of Bharata Natyam dance in its both indigenous and modern contexts. The course introduces students to Bharata Natyam largely through classroom practice (in the form of rhythmic and interpretive exercises), supplemented by brief lectures outlining the sociohistorical and cultural contexts of the form. Class lectures will also include video presentations. Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

Offering: **Host**
 Grading: **A-F**
 Credits: **0.50**
 Gen Ed Area: **HA-DANC**
 Prereq: **None**

DANC300 Intermediate Modern Technique

Drawing on multiple approaches to dance techniques and the moving body, this course will build on the capacities developed in Modern Technique II. Students will be encouraged to cultivate greater awareness of space, time, and energy, as well as a wider range of dynamic variation and more sophisticated understanding of kinetic alignment.

Offering: **Host**
 Grading: **OPT**
 Credits: **0.50**
 Gen Ed Area: **HA-DANC**
 Prereq: **DANC215**

DANC301 Anatomy and Kinesiology

This course will cover structure and function of skeletal and muscular systems, basic mechanics of efficient movement, concepts essential for re-patterning and realigning the body, common dance and sports injuries, and information regarding injury prevention and approaches to treatment.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-DANC**
 Prereq: **None**

DANC302 Ballet II

This is an intermediate-level course. Strong emphasis on correct alignment and the development of dynamics and stylistic qualities will be prominent while students learn combinations.

Offering: **Host**
 Grading: **A-F**
 Credits: **0.50**
 Gen Ed Area: **HA-DANC**
 Prereq: **None**

DANC307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years. The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-DANC**
 Identical With: **FGSS307, ANTH306**
 Prereq: **None**

DANC309 Modern Dance III

This advanced-level class draws on multiple approaches to dance technique and the moving body. Some of these include modern dance techniques, contemporary/release techniques, contact and other improvisational forms, as well as somatic practices. Modern III focuses on the exploration of complex dance movement sequences, cultivating a specific and personal engagement with movement material, along with heightened attention to the subtleties of

phrasing, initiation, and musicality. The course's primary aim is each individual's continued development as a strong, well-rounded, creative, and thoughtful dancer.

Offering: **Host**
 Grading: **OPT**
 Credits: **0.50**
 Gen Ed Area: **HA-DANC**
 Prereq: **DANC215**

DANC318 Introduction to Viewpoints

In this studio class, students learn and are immersed in the Viewpoints--a vocabulary which breaks down the two dominant issues any performance-based artist deals with: Time and Space. Students practice the Viewpoints and learn a language for talking about what happens on stage. Through practice, students develop tools not only for their own individual work, but for collaboration, offering ensembles a way to quickly generate original work. While a form of movement improvisation, students will also apply the Viewpoints as a means to staging to text as well as generate composition pieces. This class is open to directors, actors, designers, dancers, choreographers, musicians, composers, and writers.

Offering: **Crosslisting**
 Grading: **Cr/U**
 Credits: **1.00**
 Gen Ed Area: **HA-THEA**
 Identical With: **THEA318**
 Prereq: **None**

DANC341 Embodiment and Education: Critical and Liberatory Perspectives

A theoretical and practical course in teaching movement to children and adults, this course will center on dance education as a site for social relevance, justice, and action. Utilizing readings, discussion, writing, practice, and reflection, students will investigate theories of education, politics of body, and various methods for teaching through dance and movement. While prior dance training is not required, students should simultaneously register for a movement class. Students with an interest in dance, arts, education, or an interest in creative and bodily engagement in learning will find this course directly applicable.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-DANC**
 Prereq: **None**

DANC354 Improvisational Forms

This class is designed to explore various approaches to dance improvisation. Students will expand movement vocabulary, increase compositional awareness, develop their creative thinking and observational skills, and sharpen their performance presence. Material covered will include improvisation exercises, contact improvisation, structured improvisational forms, development and performance of scores, and exploration of the relationship between movement, sound, and music.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-DANC**
 Prereq: **None**

DANC359 Design and the Performative Space

In this course, we will explore, construct, and deconstruct the performative space, whether theatrical, site-specific, or virtual. We will analyze the space as a context to be activated by the body of the performer and witnessed by an audience. Through theoretical and practical assignments, we will study the aesthetical history of the theatrical event while developing your own creative design process. You will be guided through each step of this process: concept development, visual research, renderings or drawings (Vector Works

and Sketchup), model making (3D printing and modeling), and drafting. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA359**

Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131**

DANC360 West African Dance II

This intermediate-level course is intended for students who have had some previous training in West African dance. In this course students will learn more complex and physically challenging dances drawn from several cultures in Ghana. In addition, students will be presented with a rich pallet of general West African movement vocabulary and will continue to engage in the discussion of the cultural context in which the dances occur, through reading, writing, video, and lecture.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC362 Bharata Natyam II: Embracing the Traditional and the Modern

This advanced course is designed to further students' understanding of the technique, history, and changing nature of Bharata Natyam dance and of Indian classical dance in general. The primary aim of the course is to foster an understanding of the role, function, and imaging of Bharata Natyam dance vis-à-vis ideas about tradition and modernity. Although the course assumes no prior knowledge of Bharata Natyam, we will move rapidly through the material. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience in other dance tradition(s). Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC364 Media for Performance

This course examines the use of technology in performance, from the creation of mechanical moving scenery to 3D scenography. We will look into the development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA360**

Prereq: **None**

DANC365 West African Dance III

Building on the knowledge gained in West African Dance I and II (DANC260 and DANC360), this course is intended for the very advanced student who has a lot of experience in West African dance. Students will learn rhythmically and physically complex traditional dances from selected ethnic groups in Ghana and will continue to hone in on the general movement vocabulary and discourse of West African dance in general. Students will also learn original contemporary West African dance phrases choreographed by the instructor and be guided through a creative process through improvisation to create their own phrases.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC371 Choreography Workshop

This class will focus on the process of making a dance. Skills in organizing and leading rehearsals, creative decision making, and movement observation will be developed within the context of individual students honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions, and all necessary technical aspects of producing the dances will be addressed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC375 American Dance History

This course follows the remarkable progression of both ballet and modern dance in Europe and America from the late 19th century through the present. Beginning with classical ballet in Imperial Russia, this somewhat chronological look at the developments in dance will be approached in regard to the sociopolitical and artistic climate that contributed to its evolution. Choreographers and movements covered will include the ballets of Marius Petipa; Serge Diaghilev's LES BALLETS RUSSES; Isadora Duncan; Loie Fuller; Denishawn; Austrucktanz; modernism and the work of Martha Graham, Doris Humphery, and Charles Weidman; anthropologist/dancers Katherine Dunham and Pearl Primus; Merce Cunningham/John Cage; postmodernism and the Judson Dance Theater; Bill T. Jones; Japanese Butoh; and the German Tanztheater tradition of Kurt Jooss and Pina Bausch. Video and films will be shown weekly in conjunction with assigned readings. Projects include research/analysis of the work of a choreographer.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC376 The Artist in the City: Civic Engagement and Community-Based Art-Making in the Urban Landscape

Through both theoretical analysis and practical application, students will explore how, in a collaborative community setting, art-making can be used to address environmental issues and spark community dialogue. Lectures, readings, and research will provide an overview of the work of contemporary artists who engage directly in the life of the city, incorporate public employees and public land, and explore new means of civic participation. Students will study various models of community engagement and apply theoretical work to their field-based research. For final projects, students will direct short, creative-based projects in collaboration with Middletown community members to be presented as part of the Riverfront Encounter.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **HA-ENVS**

Identical With: **ENVS376**

Prereq: **None**

DANC377 Perspectives in Dance as Culture: What the Body Knows--Social Change and Revolution

In this project-based class we will study the work of movement artists who directly address and engender social change. We will engage in methods of physical practice that focus on contemplation, transformation, physical re-orientation and social engagement. Requirements will include regular studio practice, and the development of a personal practice and personal manifesto. The final project will consist of a semester-long research project on a topic that can be characterized as a disruption or disaster. The research project will culminate in a persuasive position paper and a performative or otherwise organized social action (performance, site-specific work, installation, demonstration, or community action).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **ANTH325, ENVS377**

Prereq: **None**

DANC378 Repertory and Performance: Contemporary Dance from Global Perspectives

This course draws on multiple approaches to understanding contemporary dance and the moving body from global perspectives. It examines an eclectic array of movement and choreographic styles with influences ranging from Asia to Africa to Europe. Much of the course focuses on the creation and performance of an original choreographic work as part of either the Spring Faculty Dance concert or the Worlds of Dance concert. Students will spend the majority of class time learning the choreography, but they will also learn by viewing, discussing, and writing. In addition, there will be guest classes with instructors representing the world of global contemporary dance today, who will bring their diverse experience and unique styles to bear on our discussions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC378A Repertory and Performance: Storied Places

Grounded in the experiences of the multiple African American migrations of the late-19th and early-20th centuries, this course will explore the ideas of migration, displacement, home, and place writ large. As a community, we will collaboratively develop a performance that will utilize movement, text, and objects as research tools and creative processes as our methodology to engage these themes. Our process in creating this work will include improvisation, development of set materials, readings, discussion, and writing. Students will have the opportunity to work alongside professional dancers as well as Wesleyan faculty and their peers in preparation for an interdisciplinary performance in the spring.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC381 Japan's Nuclear Disasters

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and

political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course. This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST381, SISP381, CEAS384**

Prereq: **None**

DANC398 Senior Colloquium in Dance Research

This course focuses on workshopping senior capstone research projects/theses, critically analyzing and situating their work within the larger fields of dance and dance research. In addition to sharing senior capstone research in progress, the course incorporates opportunities to interact and study with successful dance artists/scholars, including but not limited to, CFA visiting artists and current faculty, and to thereby encounter the most current shifts happening in the field of dance and dance research. Issues concerning dance/research that will be addressed include the following: relevance, validity, rigor, diversity and globalization, interdisciplinarity, citizenship, and social justice as they pertain to dance and dance research and to the senior capstone projects/theses specifically. This is an opportunity for our students to delve deeper into their own research while expanding their focus to better understand and frame their work in a larger context.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

DANC404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

DANC407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

DANC408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

DANC409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

DANC419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

DANC420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

DANC420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Crosslisting**

Grading: **Cr/U**

DANC435 Advanced Dance Practice A

Participation as a dancer in faculty- or student-choreographed dance concerts. Course entails 30 hours of rehearsal and performance time.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC445 Advanced Dance Practice B

Identical with DANC435. Entails 60 hours of rehearsal and performance time.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

DANC447 Dance Teaching Practicum

This course is the required practicum course associated with DANC341-- Embodiment and Education: Critical and Liberatory Perspectives. This course involves preparing and teaching weekly dance classes in the surrounding community.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

DANC491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

DANC492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

EARTH AND ENVIRONMENTAL SCIENCES (E&ES)

E&ES101 Dynamic Earth

The earth is a dynamic planet, as tsunamis, hurricanes, earthquakes, and volcanic eruptions make tragically clear. The very processes that lead to these natural disasters, however, also make life itself possible and create things of beauty and wonder. In this course we will study the forces and processes that shape our natural environment. Topics range in scale from the global pattern of mountain ranges to the atomic structure of minerals and in time from billions of years of Earth history to the few seconds it takes for a fault to slip during an earthquake. Hands-on activities and short field trips complement lectures to bring the material to life--so put on your hiking boots and get ready to explore our planet.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES115 Introduction to Planetary Geology

This course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be used to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES120 Mars, the Moon, and Earth: So Similar, Yet So Different

This course will focus on the similarities and differences in the geological, atmospheric, and biological evolution of the moon, Mars, and Earth. There will be a focus on the history and present state of water on these three planetary

bodies. We will integrate recent spacecraft results and other new scientific data into lectures and readings. The course will be lecture-style, with assigned readings, presentations, problem sets, and exams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES151 The Planets

More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the earth as a planet was first recognized. We will study the geology of the earth in some detail and apply this knowledge to our closest planetary neighbors--the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We will finish the discussion of the solar system with an examination of planetary building blocks--the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-EES**

Identical With: **ASTR103**

Prereq: **None**

E&ES154 Volcanoes of the World

Large volcanic eruptions have left their mark on human history, and some volcanoes have reached iconic status just by their presence (think Mt. Fuji). Volcanoes have provided inspiration for paintings and books (e.g., COTOPAXI by Frank Church, THE VOLCANO LOVER by Susan Sontag) and have provided myths and legends on dark forces of nature as well as real-life dramas. Most recently, the Icelandic Eyjafjallajökull eruption in 2010 paralyzed European airspace with an estimated damage to the airline industry of \$1.7 billion. Volcanoes thus are a prime example of liberal arts connectivity--science, history, art, and economics, to mention a few. The course covers some of the basics of volcanology (where, what, and when) and discusses examples of famous eruptions throughout history and their impact on life (which includes climatic impacts). These volcanic events also provide a window into history that allows us to peek back at what was happening then (e.g., Pompeii). Students write either about a given volcano and its most famous eruption (e.g., Vesuvius, Mount Saint Helens, Hawaii), about a volcanic process (ash fall, toxic gases), or about literary/art aspects (volcano paintings of the Hudson school, famous books on volcanoes). The book written by our own Jelle deBoer and Tom Sanders: VOLCANOES IN HUMAN HISTORY: THE FAR-REACHING EFFECTS OF MAJOR ERUPTIONS will be used as the text.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES160 Life in the Oceans in the Anthropocene and Beyond

Little is known about life in the deep sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators

and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO₂ levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **CIS160**

Prereq: **None**

E&ES195 Sophomore Field Course

This course is designed for sophomores who have declared a major in earth and environmental science. The course will give students a common experience and a more in-depth exposure to the department curriculum prior to their junior year. Students will be exposed to the wide variety of geological terrains and ecological environments of southern New England.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES197 Introduction to Environmental Studies

This interdisciplinary study of human interactions with the environment and the implications for the quality of life examines the technical and social causes of environmental degradation at local and global scales, along with the potential for developing policies and philosophies that are the basis of a sustainable society. This will include an introduction to ecosystems, climatic and geochemical cycles, and the use of biotic and abiotic resources over time. It includes the relationship of societies and the environment from prehistoric times to the present. Interrelationships, feedback loops, cycles, and linkages within and among social, economic, governmental, cultural, and scientific components of environmental issues will be emphasized.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **BIOL197, ENVS197**

Prereq: **None**

E&ES199 Introduction to Environmental Science and Sustainability

Earth's natural systems have operated for billions of years but are now severely altered by human activity. The rate of environmental change caused by humans is unprecedented. This course is designed to help students explore the science behind four interrelated environmental areas; water, energy, food and climate change. We will explore some of the basic principles of atmospheric science, ecology, environmental chemistry, geosciences, and hydrology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES213 Mineralogy

Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course we will study the crystal structure and composition of

minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and x-ray diffraction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES214 Laboratory Study of Minerals

This lab course presents practical aspects of the recognition and study of the common minerals in the lab and in the field. It includes morphologic crystallography and hand specimen identification, use of the polarizing microscope, and x-ray powder diffractometry.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES215 Earth Materials

This course introduces students to the solid, natural, and nonbiological materials that make up our world. We will cover the fundamentals of mineralogy and the petrology of igneous, metamorphic, and sedimentary rocks. We will also discuss materials that are used by humans and form the basis of societies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES216 Earth Materials Laboratory

This course will introduce students to laboratory techniques used in identifying and understanding rocks, minerals, and other Earth materials.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES220 Geomorphology

This inquiry into the evolution of the landscape emphasizes the interdependence of climate, geology, and physical processes in shaping the land. Topics include weathering and soil formation, fluvial processes, and landform development in cold and arid regions. Applications of geomorphic research and theories of landform development are introduced throughout the course where appropriate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES221 Geomorphology Laboratory

This course offers laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques. The course includes field trips to local areas of interest.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES223 Structural Geology

Structural geology is the study of the physical evidence and processes of rock deformation, including jointing, faulting, folding, and flow. Geologic structures can be used to interpret tectonic history and understand physical process responsible for geologic hazards such as earthquakes, volcanoes, and landslides. Many structures also exert a primary control on fluid flow in the earth's crust and thus play an important role in determining the distribution of natural resources and environmental contaminants. In this course students will learn the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Case studies are drawn from local field work (see description of E&ES224) and published data sets from around the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES224 Field Geology

This course is designed to provide students with a basic understanding of geological principles in the field. Emphasis will be on describing, measuring, and mapping bedrock geology and structures with applications to tectonics, mountain building, earthquake science, volcanology, and groundwater hydrology.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES230 Sedimentology

Sedimentary geology impacts many aspects of modern life. It includes the study of sediment formation, erosion, transport, deposition, and the chemical changes that occur thereafter. It is the basis for finding fossil fuels, industrial aggregate, and other resources. The sedimentary record provides a long-term history of biological evolution and of processes such as uplift, subsidence, sea-level fluctuations, climate change, and the frequency and magnitude of earthquakes, storms, floods, and other catastrophic events. This class will examine the origin and interpretation of sediments, sedimentary rocks, fossils, and trace fossils. Students must take E&ES231 Sedimentology/Stratigraphy Techniques concurrently.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197] OR E&ES199**

E&ES231 Sedimentology/Stratigraphy Techniques

This course provides macroscopic and microscopic inspection of sedimentary rocks. It will include field trips, experiments, and laboratory analyses. There will be an optional weekend field trip and there may be one daylong industry event. E&ES230 must be taken concurrently.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES234 Geobiology

Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology); typically, this involves studying fossils within the context of their

sedimentary setting. In this course we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on climate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **BIOL233, ENVS233**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENVS197]**

E&ES235 Geobiology Laboratory

This laboratory course will explore more deeply some of the concepts introduced in E&ES234. Both the fundamental patterns and practical applications of the fossil record will be emphasized.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **BIOL229**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENVS197]**

E&ES236 Mass Extinctions in the Oceans: Animal Origins to Anthropocene

Geoscientists are debating whether we are living in the Anthropocene, defined as a period during which humans are having a significant effect on atmospheric, geologic, hydrologic, and biospheric earth system processes. There is considerable discussion whether we are indeed affecting the biosphere to such an extent that life on Earth will suffer an extinction similar in magnitude to those that have occurred during earth history. Studies of the fossil record provide unique evidence that is used to evaluate the large extinctions of the past and compare them to ongoing extinction processes, extinctions rates and patterns, and magnitude. Organisms with hard skeletons are most easily and most abundantly preserved in the rock record. Many of these are invertebrates that lived in the oceans (e.g., clams, sea urchins, corals). In the first part of this course, students will become familiar with the nature of the fossil record, the most common marine animals in the fossil record, and their evolution and diversification. Lectures will be combined with studying fossils. In the second part of the course, possible causes for mass extinction will be considered, together with their specific effects on environments and biota, and these predicted effects will be compared to what has been observed. Potential causes include asteroid and comet impacts, large volcanic eruptions, "hypercanes," and "methane ocean eruptions," and more exotic processes. Students will present in class on these topics, and we will compare rates and magnitude of environmental change with severity and patterns of extinction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **CIS375**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR ASTR155 OR MB&B181**

E&ES238 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL346, BIOL546, E&ES538, ENVS340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199**

E&ES240 Invasive Species: Biology, Policy, and Management

Invasive species account for 39 percent of the known species extinctions on Earth, and they are responsible for environmental damages totaling greater than \$138 billion per year. However, the general population has little knowledge of what invasive species are or what threats they pose to society. In this course, we will explore the biological, economic, political, and social impacts of invasive species. We will begin by exploring a definition of an invasive species and looking at the life history characteristics that make them likely to become pests. Then we will consider the effects of invasive species expansion on the conservation of biodiversity and ecosystem function, as well as their global environmental and political impacts. Finally, we will explore the potential future changes in invasive species distributions under a changing climate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL226, ENVS226**

Prereq: **[E&ES197 or BIOL197 or ENVS197] OR [BIOL182 or MB&B182] OR E&ES199**

E&ES242 Ecological Resilience: The Good, the Bad, and the Mindful

This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory. All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS369, BIOL369**

Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

E&ES244 Soils

Soils represent a critical component of the world's natural capital and lie at the heart of many environmental issues. In this course we will explore many aspects of soil science, including the formation, description, and systematic classification of soils; the biogeochemical cycling of nutrients through soil systems; and the issues of soil erosion and contamination.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199 OR [BIOL182 or MB&B182]**

E&ES245 Soils Laboratory

This course will explore more deeply the concepts introduced in E&ES244 in a laboratory setting. Emphasis will be placed on the analysis of soil profiles both in the field and in the laboratory.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR [E&ES197 or BIOL197 or ENV5197] OR E&ES199 OR [BIOL182 or MB&B182]**

E&ES246 Hydrology

This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES546**

Prereq: **E&ES101**

E&ES247 Hydrology Laboratory

The lab will consist of field trips to local streams to observe the geomorphic processes related to stream channel and floodplain formation and the effects of urbanization on stream channels. Other labs will involve the analysis of hydrologic data through the use of statistical analysis and hydrologic modeling.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES250 Environmental Geochemistry

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and ambient air is studied. General topics include equilibrium thermodynamics, acid-base equilibria, oxidation-reduction reactions, and isotope geochemistry. This course (together with the associated lab course, E&ES 251) is usually taught as a service-learning course in which students work with a community organization to solve an environmental problem. Previous classes have evaluated the energy potential of a local landfill and investigated the cause and possible remediation of local eutrophic lakes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **ENV5280**

Prereq: **None**

E&ES251 Environmental Geochemistry Laboratory

This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. The course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course is often taught as service-learning course where the class works with a community organization to solve an environmental problem. The course usually concludes with a public presentation of the work. Past service-learning projects have examined landfills, dammed rivers, and polluted lakes.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **ENV5281**

Prereq: **None**

E&ES260 Oceans and Climate

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years, the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On shorter time scales, different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **ENV5290, E&ES560**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES261 Techniques in Ocean and Climate Investigations

Weekly and biweekly field trips, and computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. In addition to our data, we will most likely use the Goddard Institute for Space Studies climate model to test climate questions and data from major core (ocean, lake, and ice) repositories to investigate how oceans and climate function and have changed.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **ENV5292**

Prereq: **E&ES101 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197] OR E&ES199**

E&ES270 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL320, BIOL520, E&ES570, ENV5320**

Prereq: **None**

E&ES280 Introduction to GIS

Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities--literally any field that uses spatially distributed information. In this course we will

explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lecture, discussion, and hands-on activities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES580**

Prereq: **None**

E&ES281 GIS Service-Learning Laboratory

This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES581**

Prereq: **None**

E&ES301 New England Geology

For more than a century, students and professionals interested in the geology of New England have gathered at the annual meeting of the New England Intercollegiate Geologic Conference (NEIGC), a weekend of field-based education. In this seminar, we will choose three NEIGC fieldtrips to attend, study the appropriate background material in preparation for the trips, and compile our own guide to the trips that summarizes the appropriate background material. The class will culminate in attendance at the annual NEIGC meeting in the White Mountains of New Hampshire and Maine. At the end of this course, you will not only know a lot more about New England geology and have met many current and future field geologists, but you will also have learned to synthesize the literature to assess the current state of knowledge and evaluate how field studies can advance our understanding of regional geology and environmental issues.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES313 Petrogenesis of Igneous and Metamorphic Rocks

This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the earth's mantle, and within active orogenic belts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES513**

Prereq: **(E&ES213 AND E&ES215)**

E&ES314 Laboratory Study of Igneous and Metamorphic Rocks

This lab course focuses on the recognition and study of volcanic, plutonic, and metamorphic rocks in hand specimen and in thin section.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **(E&ES213 AND E&ES215)**

E&ES317 Volcanology

Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES517**

Prereq: **E&ES101 OR E&ES213**

E&ES318 Volcanology Lab Course

In the lab course we will work on volcanic rocks (chemical analyses) and carry out experiments with our backyard volcano (explosions registered on video) and with artificial lava flows. The class includes field trips to study volcanic outcrops in New England.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES213 AND E&ES214**

E&ES319 Meteorites and Cosmochemistry

This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES519**

Prereq: **None**

E&ES320 Meteorites Laboratory

This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES520**

Prereq: **None**

E&ES321 Planetary Evolution

Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES521**

Prereq: **E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENV5280]**

E&ES359 Global Climate Change

The climate of the earth has been changing over the course of Earth history. Over the last few decades, we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some of the results of climate change, mainly sea-level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly as early as the transition period from hunter-gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models. Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental "analog earth" climate model; monitoring CO₂ in Middletown air for a semester; working with data from the Wesleyan weather station to calculate theoretical climate fluctuations; experimental work on the absorption of CO₂ into water for the geochemically inclined; the impact of increased CO₂ levels on plant growth for the biologically inclined; and a social-economic global assessment on carbon policies for the environmental studies types. In other years, students built solar ovens and a basic infrared spectrometer among projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES361 Living in a Polluted World

This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? To be effective in this course, students will need basic college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some math. The class consists of lectures, one major problem set, the Hg-in-hair class study, and a class project on pollution records from a 125-year-old tree slab that has year rings. We will drill all rings and analyze the wood for Hg, Pb, nuclear contaminants, and several stable isotopes. Some will do a paleoclimate record on the rings as well. Students will jointly write various sections of a report on this original research. This is also a service learning course, providing environmental outreach to the larger Middletown community on local pollution over the last 125 years (the tree slab with its records will go on display at Wesleyan).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENV5361, E&ES561**

Prereq: **None**

E&ES368 Isotope Geochemistry

This course explains from first principles the main stable and radioactive isotopic techniques used in biogeochemistry, environmental geochemistry, and geology. The oxygen, hydrogen, carbon, nitrogen, and sulfur stable isotope systems and the Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar radioactive systems will be discussed

in detail. This course will emphasize the application of isotope techniques in hydrological, geochemical, and ecological studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES568**

Prereq: **None**

E&ES375 Modeling the Earth and Environment

Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES575**

Prereq: **MATH118 OR MATH122**

E&ES380 Advanced GIS and Spatial Analyses

A geographic information system (GIS) is a powerful database that allows for the collection, manipulation, analysis, and presentation of spatially referenced data. GIS technologies facilitate natural science, social science, and humanities research and any other project that uses location-based data. This course will focus on individual projects conducted within a collaborative learning framework. Each student is responsible for developing and producing a semester-long project focused on advanced spatial data analyses and/or advanced cartographic design using a GIS. Students will enter the course with an individual or small team (2--3 students) project in mind. The project may be a component of a senior thesis, work on a faculty member's research project, a community-based service-learning project, and so on. Course sessions will be a mix of studio time for projects (e.g., work time, critiques), skill development (e.g., lectures, student-led skills-training sessions), and intellectual advancement (e.g., guest speakers, conference attendance). Specific skills-training sessions will be determined by components of each project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **QAC344, E&ES590**

Prereq: **QAC231 OR EES322**

E&ES385 Remote Sensing

This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation. It's powerful stuff.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES585**

Prereq: **[E&ES234 or BIOL233 or ENV5233] OR E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENV5280] OR [E&ES260 or ENV5290 or E&ES560] OR E&ES215**

E&ES386 Remote-Sensing Laboratory

This laboratory course includes practical application of remote-sensing techniques, primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field. Students will learn the software program ENVI, a marketable skill.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES213 OR E&ES220 OR E&ES223 OR [E&ES234 or BIOL233 or ENV233] OR [E&ES250 or ENV280] OR [E&ES260 or ENV290 or E&ES560]**

E&ES400 Professional Development

The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **NS&B400, PHYS400, PSYC400**

Prereq: **None**

E&ES401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

E&ES408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

E&ES409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

E&ES410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

E&ES411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

E&ES420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

E&ES421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

E&ES422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

E&ES423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

E&ES466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

E&ES469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

E&ES491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

E&ES492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

E&ES497 Senior Seminar

This seminar-style capstone course for E&ES seniors explores major topics that span multiple subdisciplines of the Earth and Environmental Sciences. Students will use the primary literature to create hypothesis-driven oral presentations and written reports. In groups, students will develop and execute original, field-based research projects. Data will be collected for these projects during a four-day field trip. Students will then analyze and interpret their data, and then present their findings with a group presentation and written report. The goal of the course is to help students transition to independent, professional scientists.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES498 Senior Field Research Project

This course is for E&ES majors who have completed E&ES497 Senior Seminar and focuses on improving scientific research skills. The optional research excursion will be taught during the month of January at a designated field area. Past classes have conducted research in Death Valley, California, the main island of Puerto Rico, and the Big Island of Hawaii. In January and throughout the spring semester, students will execute the research projects developed in E&ES497 Senior Seminar. This course will conclude with student group presentations and written reports.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

E&ES500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CHEM500, BIOL500, ASTR500, MB&B500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None**

E&ES501 Individual Tutorial for Graduate Students

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

E&ES513 Petrogenesis of Igneous and Metamorphic Rocks

This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the earth's mantle, and within active orogenic belts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES313**

Prereq: **(E&ES213 AND E&ES215)**

E&ES517 Volcanology

Volcanic eruptions, among the most impressive natural phenomena, have been described throughout history. In this course, we will look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also examine the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES317**

Prereq: **E&ES101 OR E&ES213**

E&ES519 Meteorites and Cosmochemistry

This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in Wesleyan's Natural Science and Mathematics (NSM) division.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES319**

Prereq: **None**

E&ES520 Meteorites Laboratory

This will be the lab component of E&ES319 Meteorites and Cosmochemistry and must be taken concurrently. This class will be primarily hands-on learning using extraterrestrial materials and their terrestrial analogs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES320**

Prereq: **None**

E&ES521 Planetary Evolution

Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate

under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES321**

Prereq: **E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENV5280]**

E&ES538 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems.

Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL346, BIOL546, E&ES238, ENV5340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENV5197] OR E&ES199**

E&ES546 Hydrology

This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES246**

Prereq: **E&ES101**

E&ES549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

E&ES555 Planetary Science Seminar

This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are pursuing or mean to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-EES**

Identical With: **ASTR555**

Prereq: **None**

E&ES557 Research Discussion in Earth & Environmental Sciences

This course focuses on the specific research projects of individual graduate students in the E&ES department, and it comprises student presentations and discussion, including the department faculty and graduate students. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for graduate students in the program to become familiar with the wide range of research taking place in the department. Although all department faculty serve as instructors, the current chair of the department serves as the approver for adding this course. This course may be repeated for credit.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

E&ES560 Oceans and Climate

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years, the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On shorter time scales, different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES260, ENV5290**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENV5197]**

E&ES561 Living in a Polluted World

This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? To be effective in this course, students will need basic college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some math. The class consists of lectures, one major problem set, the Hg-in-hair class study, and a class project on pollution records from a 125-year-old tree slab that has year rings. We will drill all rings and analyze the wood for Hg, Pb, nuclear contaminants, and several stable isotopes. Some will do a paleoclimate record on the rings as well. Students will jointly write various sections of a report on this original research. This is also a service learning course, providing environmental outreach to the larger Middletown community on local pollution over the last 125 years (the tree slab with its records will go on display at Wesleyan).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS361, E&ES361**

Prereq: **None**

E&ES568 Isotope Geochemistry

This course explains from first principles the main stable and radioactive isotopic techniques used in biogeochemistry, environmental geochemistry, and geology. The oxygen, hydrogen, carbon, nitrogen, and sulfur stable isotope systems and the Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar radioactive systems will be discussed in detail. This course will emphasize the application of isotope techniques in hydrological, geochemical, and ecological studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES368**

Prereq: **None**

E&ES570 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL320, BIOL520, E&ES270, ENV5320**

Prereq: **None**

E&ES575 Modeling the Earth and Environment

Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES375**

Prereq: **MATH118 OR MATH122**

E&ES580 Introduction to GIS

Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities--literally any field that uses spatially distributed information. In this course we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Coursework will include lecture, discussion, and hands-on activities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES280**

Prereq: **None**

E&ES581 GIS Service-Learning Laboratory

This course supplements E&ES280 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES281**

Prereq: **None**

E&ES585 Remote Sensing

This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the Earth and planetary surfaces using a variety of remote-sensing techniques. This course will discuss the theory and technology behind a number of remote sensing platforms and how data at different wavelengths interacts with rocks, soils, water and vegetation. It's powerful stuff.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES385**

Prereq: **[E&ES234 or BIOL233 or ENV5233] OR E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENV5280] OR [E&ES260 or ENV5290 or E&ES560] OR E&ES215**

E&ES590 Advanced GIS and Spatial Analyses

A geographic information system (GIS) is a powerful database that allows for the collection, manipulation, analysis, and presentation of spatially referenced data. GIS technologies facilitate natural science, social science, and humanities research and any other project that uses location-based data. This course will focus on individual projects conducted within a collaborative learning framework. Each student is responsible for developing and producing a semester-long project focused on advanced spatial data analyses and/or advanced cartographic design using a GIS. Students will enter the course with an individual or small team (2--3 students) project in mind. The project may be a component of a senior thesis, work on a faculty member's research project, a community-based service-learning project, and so on. Course sessions will be a mix of studio time for projects (e.g., work time, critiques), skill development (e.g., lectures, student-led skills-training sessions), and intellectual advancement (e.g., guest speakers, conference attendance). Specific skills-training sessions will be determined by components of each project.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES380, QAC344**

Prereq: **QAC231 OR EES322**

ECONOMICS (ECON)

ECON101 Introduction to Economics

A general introduction to the principles of economic analysis and their implications for public policy, covering concepts and issues in both microeconomics (concerning the function and performance of individual

markets, organizations, or institutions) and macroeconomics (concerning the function and performance of the economy as a whole). This course is intended primarily for students without significant prior study in the discipline, and it satisfies the prerequisites for most 200-level economics electives.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

ECON110 Introduction to Economic Theory

An introduction to the principles of micro- and macroeconomic theory, this course is intended for prospective majors and students wishing to prepare themselves for a broad range of upper-level elective courses in economics. Mathematical tools essential for further study in economics are introduced throughout the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **MATH118 OR MATH 120 OR MATH122 OR MATH221 OR MATH222**

ECON125 Economics and Epidemics

Individuals and societies have been battling epidemic diseases throughout history using weapons bought in markets and provided by governments, churches, and nongovernmental organizations (NGOs). For example, mosquito nets to protect people from malaria can be bought at roadside markets in Nigeria but are also distributed by the Nigerian government and NGOs. The principal goal of this course is to teach students how to write essays that apply economic concepts to investigate the effects of major epidemics and the ways in which individuals and societies sought protection from epidemics. The course will examine the rationales for government intervention in markets to combat epidemic diseases and will emphasize the pivotal role of the production of information about the causes of epidemic disease and the effectiveness of cures. As examples of epidemics, we will read about the Black Death of 14th-century Europe, the cholera epidemic of 19th-century London, the emergence of polio in 20th-century America, and the battle against malaria in Africa today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

ECON127 Introduction to Financial Accounting

In this course, students learn how accountants define assets, liabilities, revenues, and expenses and where those items are placed in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting numbers that appear in financial statements for inventories, depreciation, and leases; the choices given to firms in their reporting of those items; and how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Firms' filings of financial statements and note disclosures with the SEC are examined throughout the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CSPL127**

Prereq: **ECON101 OR ECON110**

ECON211 Introduction to Behavioral and Experimental Economics

This course compares what economic theory predicts with what economic agents actually do when faced with decisions. A number of in-class experiments will be conducted to identify systematic deviations or to confirm theoretical models. Students will learn new material both by participating in experiments and by studying related economic theory. This course will investigate some of the major subject areas that have been addressed by laboratory and field experiments: market behavior, decisions under risk, self-control issues, bargaining, auctions, public goods, cooperation, trust, and gender effects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

ECON212 The Economics of Sustainable Development, Vulnerability, and Resilience

This course will build on the first principles of economics as applied to sustainable development and decision making under uncertainty. One of the course's major objectives will be to explore how efficiency-based risk analysis can inform assessments of vulnerability and resilience from uncertain sources of external stress in ways that accommodate not only attitudes toward risk but also perspectives about discounting and attitudes toward inequality aversion. Early sessions will present these principles, but two-thirds of the class meetings will be devoted to reviewing the applicability of insights drawn from first principles to published material that focuses on resilience, vulnerability, and development (in circumstances where risk can be quantified and other circumstances where it is impossible to specify likelihood, consequence, or both). Students will complete a small battery of early problem sets that will be designed to illustrate how these principles work in well-specified contexts. Students will be increasingly responsible, as the course progresses, for presenting and evaluating published work on vulnerability and resilience--offering critiques and proposing next steps. Initial readings will be provided by the instructor and collaborators in the College of the Environment, but students will be expected to contribute by bringing relevant readings to the class from sources germane to their individual research projects. Collaboration across these projects will thereby be fostered and encouraged by joint presentations and/or presenter-discussant interchanges.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS310**

Prereq: **ECON110**

ECON213 Economics of Wealth and Poverty

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **AMST274**

Prereq: **ECON101 OR ECON110**

ECON215 Labor Economics

This course will survey the economics of labor markets with particular consideration given to the determinants of labor supply and labor demand. Other topics will include the economics of education, economic inequality, and the role of unions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON218 Labor and Development Economics in Latin America

This course will look specifically at the literature of labor markets and related human capital accumulation in Latin America, which has emerged as an entirely separate area of research in recent years. A large part of this literature in Latin American economic development focuses on urban labor markets, health, and education. The focus of this literature is often on various subsets of the population such as gender and different ethnic groups or rural/urban population. Economic and social policies and external shocks to the local environment will be of particular interest to understand their impact on local economic outcomes. The focus will be foremost on Latin America and cities in Latin America and drawing at times on evidence from across the world for comparison with the Latin America region. Students will read recent economic research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss research results and work on individual or group projects. Basic quantitative methods will be taught throughout the course, relating to economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ENVS241, LAST341**

Prereq: **ECON101 OR ECON110**

ECON220 Alliances, Commons, and Shared Resources

Some resources are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, streaming video and music services, highways, computer platforms, and news reporting. This course studies methods of sharing resources including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, news and entertainment media, transportation, and communications should consider this course, as we will cover all of those topics and see their economic similarities.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CHUM302**

Prereq: **ECON101 OR ECON110**

ECON221 Market Structure, Firms, and Organizations

This course provides an introduction to the basic concepts of industrial organization and analyzes the relationship between industry structure and market outcomes. We will also examine economic theories of the firm and alternative contractual relationships.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON222 Public Economics

In this course, we examine the economic roles of government and the tools that governments use to fulfill these roles. We will start with the questions, Under what circumstances is it possible for governments to improve on the outcomes that would occur in their absence? And how do we decide whether one outcome is better than another? The course will continue with an examination of the performance of governments in the United States. The primary questions addressed will be, What policies do governments pursue? How do they spend money to achieve the goals of these policies? How do they raise the money that they spend? And what sorts of undesired side effects might result from taxation and expenditure policies?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON224 Regulation and Antitrust: Government and the Market

Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; differences between the EU and United States in merger reviews; and cybersecurity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON225 Economic Analysis and the Law

The course uses economic analysis as a way of understanding the structure and evolution of the legal system. Selected rules and institutional forms drawn from the common law of property, contract, tort, and crime are studied as evolved responses to particular kinds of problems or failures in the market system. Readings are drawn from judicial opinions and scholarly sources in law, economics, philosophy, and political theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON227 Introduction to Financial Analysis

The course introduces students to the primary sources of information and data used in equity and debt valuation and portfolio management. Both corporate finance and investment finance topics will be covered: financial statement analysis, micro- and macroeconomic analyses of how industry trends and economic growth impact corporate performance, discounted cash flow analysis, asset pricing models (bonds, DDM, CAPM, APT), portfolio theory, and, time permitting, capital structure. This will be a very intense, inquiry-based course with significant hands-on work analyzing data of publicly traded companies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON237 Financial Crises: Beginning to End

This course will examine historical financial crises from around the world, using standard macroeconomic theories. We will then use this historical knowledge of crises to carefully analyze the Great Recession (December 2007-June 2009), its causes, and what was done to encourage recovery. This will include analysis of monetary and fiscal responses as well as the precrisis policy environment. Some of the topics that will be covered to properly analyze the financial crises include currency crises, IS/MP models, bank runs, liquidity, leverage, quantitative easing (QE), Troubled Asset Relief Program, mortgage-backed securities, subprime lending, risk premium, Taylor rule, fiscal stimulus, and aggregate supply/aggregate demand.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 or ECON110**

ECON241 Money, Banking, and Financial Markets

This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions--both in the United States and in other developed countries.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON110 OR ECON101**

ECON254 State and Economy in Industrial America, 1870--1940

This course considers the transformation of the political and economic institutions of the United States in the 70 years ending in 1940 and the revolution in political ideology that occurred alongside this transformation and helped bring it about. We begin by examining the growth of large corporations after 1870, the new techniques of management they called forth, and the antitrust movement that arose in response to them. We then turn to the many changes in American government brought by the Fourteenth Amendment, the granting of constitutional personality to business corporations, and the attempt of Progressives before World War I to analogize the administrative state to business firms and bring the newly developing techniques of management science to bear in politics and policy, an effort with profound effects on American life. Finally, the role played by war in these changes, the creation of the modern American economy in the 1920s, and the New Deal's attempt to adapt the nation's political and legal institutions to the economic and ideological realities of the 20th century are considered. Along the way, the course addresses a range of theoretical issues, including the contrast between markets and central planning as ways of organizing economic activity, the tension between the individual and the collective in complex societies, technocracy and social engineering, and the impact of war on economic and political institutions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 or ECON110**

ECON255 Introduction to Open-Economy Macroeconomics

The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON261 Latin American Economic Development

In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economics growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **LAST219**

Prereq: **ECON101 OR ECON110**

ECON262 Economy of Japan

This is a course designed for students who have taken ECON110 or ECON101 but have yet to take ECON302. It has two specific goals. First, students will learn (or review) the basic knowledge of macroeconomic theory as well as the basic tools of data analysis in Excel. Second, students will apply these tools to understand Japan's macroeconomic and financial history from the mid-19th century to the present, including the industrialization of Japan, prewar instability, postwar recovery, and Heisei Recession.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CEAS250**

Prereq: **ECON101 OR ECON110**

ECON263 China's Economic Transformation

China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the past three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CEAS263**

Prereq: **ECON110 OR ECON101**

ECON266 The Economics of Developing Countries--Lower Level

This course presents an examination of the structural characteristics of Third World economies and the bottlenecks inhibiting their growth. We begin with an exploration of the defining features of low-income agrarian societies and the principal decision makers shaping the development process--incumbent national governments, International Bank for Reconstructions and Development and the International Monetary Fund, UN agencies, and bilateral donors. Specific sectoral topics include choice of agricultural strategy, import substitution, the oil syndrome, structural adjustment, microenterprise finance, the anatomy of foreign aid, and project analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON110**

ECON270 International Economics

This class examines the economic interactions between countries in the world economy and recent international economic events. The first part of the course will focus on explaining trade patterns between countries and the gains and losses associated with international trade. Trade policies such as tariffs and the institutional arrangements governing them (e.g., the World Trade Organization) will also be analyzed. The second part of the course covers international finance topics including the balance of payments, exchange rates, and the history of the international monetary system. We will also discuss how international linkages between countries affect economic development. Economics majors who want to be exposed to a more advanced treatment of international trade and international finance topics are encouraged to take ECON371 and/or ECON331.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

ECON282 Economics of Big Data

"Big data" is a popular buzzword that describes techniques using very large datasets, often from nontraditional sources. Many technology firms essentially base their businesses on big data; Google, Facebook, and Amazon are all examples. Increasingly, there are opportunities and pressures to employ these techniques in other areas of the economy and society such as government, health care, and education. This course examines big-data analysis techniques and how they relate to conventional economic statistics; the effect of big data on the economy, society, and privacy; and practical methods of big-data analysis using the R statistics package.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **QAC282**

Prereq: **ECON101 OR ECON110**

ECON300 Quantitative Methods in Economics

This course is an introduction to quantitative techniques widely used by economists. Topics include various methods of applied statistics that facilitate the understanding of economic literature and the pursuit of empirical research: elements of probability, correlation, multiple regression, and hypothesis testing. The weekly lab sections are required; labs explore issues relating to the nature and sources of economics data and introduce appropriate statistical computing tools. This class will meet three times each week: twice with an economics professor, and once with a Quantitative Analysis Center (QAC) instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON110**

ECON301 Microeconomic Analysis

This course develops the analytical tools of microeconomic theory; studies market equilibrium under conditions of perfect and imperfect competition; and considers welfare economics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300**

ECON302 Macroeconomic Analysis

This course focuses on the study of economic aggregates such as employment and inflation and on the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues: aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues: economic growth and microfoundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates and should be prepared for upper-level electives on a variety of macroeconomic subjects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300**

ECON308 Healthcare Economics

In this course, we examine the United States healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And How are these differences reflected in the structure of the healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include, What is health? How is it measured and valued? What do we get for the money that we spend on health care? And How do we decide whether what we get is a "good value" or not?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON300 AND ECON301)**

ECON310 Environmental and Resource Economics

This course features an analytical study of the major theoretical and applied issues of environmental economics and resource management. Topics will include the fundamental underpinnings of externalities, alternative control strategies, uncertainties, long-term environmental concerns, and resource utilization across a finite globe. Applications will be gleaned from a vast array of issues, including clean air and water legislation, acid rain, carbon dioxide and chlorofluorocarbons, global warming, and other global environmental change phenomena.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON311 Behavioral Economics

This course is an advanced undergraduate treatment of behavioral economics. Behavioral economics is the study of human behavior that falls outside of the standard model of perfect rationality, pure selfishness, and exponential

discounting. The objectives of this course include the following: (1) review the standard economic model; (2) show empirical evidence (both experimental and observational) that deviates from the standard model; (3) discover new models of decision making that better explain behavior in certain areas; and (4) learn about best practices in data collection and analysis. Course work will include readings of economics research papers as well as textbooks, along with problem sets with both theoretical and empirical aspects. Students will participate in classroom experiments and, as part of a final project, will write a behavioral economics research proposal.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300 AND ECON301**

ECON314 Comparative Economics of Child and Family Policy in Postindustrial Countries

This course uses tools of economic analysis and measures of child well-being to make cross-country comparisons of policies and outcomes. Children rank high on the list of a country's most valuable resources. Yet equally rich nations differ dramatically in funding investments for children and providing support for the people who raise them. These differences in investment persist despite a growing body of research that shows costly negative consequences for early child development of both absolute and relative deprivation. With these observations in mind, this course investigates the following questions: Why do equally wealthy nations differ so profoundly when evaluated by these fundamental indicators of economic success? What factors and policies explain the differences? What are the economic consequences? How might the research on international comparisons inform the construction of more successful child and family policy?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON300 AND ECON301) OR (ECON300 AND ECON302)**

ECON316 Urban Economics

This course uses economic methods and perspectives to analyze urban issues. The first half of the course has a more theoretical focus; the second half, a more applied and empirical focus. Topics covered include how and why cities arise and develop and how their growth or decline is affected by various events. Policy areas studied in the second half of the course include regional development and zoning, housing programs and regulations, antipoverty programs, local public finance, development of transportation systems, education, and crime.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON317 Low-Wage Labor Markets: A Data-Driven Exploration

Students will read journal articles on low-wage labor markets and will be introduced to several data sets that are useful for exploring such markets. Throughout the course, students will work on their own empirical projects and will be guided in carrying out these individual investigations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON300 AND ECON301)**

ECON318 Economics of Science and Technology

This course examines technology and technological change using the tools of microeconomics. We will study the historical evolution of technology and compares it with modern developments. Then we will analyze the interaction

of technology with industrial market structure and public policy. Particular emphasis is given to transportation, communications and the Internet, big data, and blockchains, .

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON321 Industrial Organization

This seminar focuses on game-theoretic and empirical research in several topic areas: extensions to the model of perfect competition, investment and preemption, network effects, and vertical interaction.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON328 Investment Finance

This course explores theoretical and empirical aspects of investment finance. Topics include portfolio theory, portfolio evaluation, and asset pricing models for equities, bonds, and options.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON329 Corporate Finance

The course aims to develop an understanding of the applications of the principles of economics to the study of financial markets, instruments, and regulations. The objective is to provide an understanding of the theory of corporate finance and how it applies to the real world. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON330 The Multinational Enterprise

An examination of the economic consequences of the globalization of markets and industries will be used as the foundation for discussion of firm-level responses, focusing on foreign direct investment and corporate strategy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302 OR ECON301**

ECON331 Open-Economy Macroeconomics

The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302**

ECON341 Money, Banking, and Financial Markets

This course applies macroeconomic theory and econometric tools to selected topics in money, banking, and financial markets. The course will cover monetary policy, financial crisis, financial regulation, and the role of financial development in economic growth. Students will replicate the key empirical results in the literature throughout the semester and, toward the end of the semester, write an empirical paper of their own. Proficiency in statistical softwares (e.g., Eviews or Stata) is required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302**

ECON348 Equilibrium Macroeconomics

Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real-business-cycle theory. This course introduces some graduate-level material and makes intensive use of mathematics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302**

ECON349 Economic Growth

What causes differences in economic performance across countries? Why are some nations much wealthier than others? What is the role of politics in the growth process? We will examine this set of questions with the aid of formal growth theory, political theory, statistical analysis, and an in-depth discussion of various country cases. Topics covered include the role of savings and technology in economic growth, democracy and growth, growth miracles, and economic policy reform.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302**

ECON352 Political Economy

This course introduces the tools of rational-choice and evolutionary game theory and applies them to the study of social interactions with both political and economic elements. This study concerns the distinction between public and private elements of social life. Topics covered include the economics of lawlessness and the emergence of property rights, the economic nature of the state, effects of political structure on economic development, and the economic determinants of democracy and dictatorship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON353 American Economic History

This course focuses on 19th- and 20th-century U.S. economic history. The course emphasizes the application of economic tools to the analysis of U.S. history. In addition, it aims to provide students with a sense of the historical dynamics that have shaped the contemporary economic system. Rather than providing a general survey of the economic history of the entire period, the course will

focus on topics including cyclical fluctuations, the evolution of the monetary and financial systems, immigration, labor markets, and the role of government policy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON300 AND ECON301) OR (ECON300 AND ECON302)**

ECON354 Institutions

Neoclassical economic theory has relatively little to say about the problem of economic organization, how the economic activity of individuals is structured and governed by a complex network of social institutions that includes the law of property and liability, informal codes of morality and fair dealing, and formal organizations. This course attempts to address this imbalance by examining the origins and historical development of two of the most important of these institutions, firms and states. Why do firms and states exist? What functions do they perform in economic systems? How do they arise, and how do they change over time? In considering these questions, students will be introduced to several contemporary alternatives to neoclassical analysis, including the institutional, Austrian, public-choice, and constitutional approaches to the problem of economic organization. All of these traditions have both a rich history and an active research community, and readings will include both classic texts and modern scholarship in each of them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON357 Topics in European Economic History

This course emphasizes the application of economic tools to the analysis of European history since the Industrial Revolution. Much of the course will center on Britain, although the experiences of France, Germany, Scandinavia, and other countries will also be discussed. Rather than providing a survey of all of modern European economic history, the course will focus on topics such as industrialization, demography, the evolution of money and capital markets, and cyclical fluctuations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON300 AND ECON301) OR (ECON300 AND ECON302)**

ECON358 History of Economic Thought

This course explores the major ideas of the classical school of political economy as developed by its central figures and traces the unfolding legacy of these ideas in the history of economic thought. For each author studied, the goals will be to understand the arguments presented on their own terms, interpret those arguments in the terms of modern economic theory, and consider their contemporary empirical relevance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302 OR ECON301**

ECON361 Development and Labor in Latin American Economies

This upper-level elective course will look specifically at the literature of labor markets and related human capital accumulation in Latin America, which has emerged as an entirely separate area of research in recent years. A large part of this literature in Latin American economic development focuses on urban labor markets, health, and education. The focus of this literature is often on various subsets of the population such as gender and various ethnic groups or rural/urban population. Economic and social policies and external shocks to the local

environment will be of particular interest to understand their impact on local economic outcomes. The focus will be foremost on Latin America and cities in Latin America and drawing at time on evidence from across the world with which to compare the Latin America region. In this course, students will read recent economic research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss them and work on individual or group projects and also have to produce their own research paper. Basic quantitative methods will be taught throughout the course, relating to the economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **[ECON 300 AND ECON 301] OR [ECON 300 AND ECON 302]**

ECON362 Macroeconomic History of Japan

This course will use modern macroeconomics and economic history of Japan to shed some light on important questions in macroeconomics. Students will read empirical macroeconomics research not only on Japanese economy but also on the United States and other countries to develop a sense of empirical research in macroeconomics. The course will also emphasize the major developments of macroeconomic policy in Japan since the Meiji Restoration to appreciate the role of history in understanding contemporary macroeconomic policy debates.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CEAS251**

Prereq: **ECON302**

ECON366 The Economics of Developing Countries

This course presents an examination of the characteristics of developing economies and an evaluation of various policies to foster development. Specific topics include health, education, savings and credit, microfinance, insurance, and institutions, with particular emphasis on experimental and quasi-experimental methods of rigorous evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301 OR ECON302**

ECON371 International Trade

This course examines the causes and consequences of cross-border flows of goods and services. We will investigate various theories of international trade and discuss the empirical validity of their predictions. Particular emphasis will also be placed on the motives for countries to restrict or regulate trade and the institutional arrangements governing the world trading system. Moreover, we will discuss how trade between countries can shape economic development. Over the course of the semester, we will also address numerous controversial issues with regard to international trade. Examples include the impact of trade on the environment, labor standards, wages, jobs, and inequality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON380 Mathematical Economics

The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and

fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON301 AND MATH221 AND MATH222) OR (ECON301 AND MATH223 AND MATH222)**

ECON381 Advanced Game Theory

This course is a quantitative introduction to game theory and its applications to economics. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include strategic and extensive form games, pure and mixed strategies, Nash equilibrium, subgame perfect equilibrium, games of incomplete information, formation of expectations, collective action games, evolutionary games, and the suitability of equilibrium concepts. Examples will be drawn from bargaining, auctions, market competition, employment markets, voting and collective choice, and other areas. In-class experiments as time permits.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON301**

ECON385 Econometrics

Econometrics is the study of statistical techniques for analyzing economic data. This course reviews multiple regression and develops several more advanced estimation techniques. Students work on individual research projects and learn to use econometric software.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON301 AND MATH221) OR (ECON301 AND MATH223) OR (ECON302 AND MATH221) OR (ECON302 AND MATH223)**

ECON386 Introduction to Forecasting in Economics and Finance

This course is an introduction to forecasting widely used by economists; forecasts are constantly made in business, finance, economics, government, and many other fields, and they guide many important decisions. The course focuses on core modeling and forecasting methods that are very widely applicable. We first introduce several fundamental issues relevant to any forecasting exercise, and then treats the construction, use, and evaluation of modern forecasting models. Students work on individual research projects and learn how to build and use forecasting models.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON302**

ECON401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ECON408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ECON409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ECON420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ECON466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ECON469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ECON491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **Cr/U**

ECON492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **Cr/U**

ECON495 Research Apprentice, Undergrad

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ECON496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ENGLISH (ENGL)

ENGL110 Poetry and Democracy

Politics and poetry both activate a broad range of issues related to voice and representation. In this course we will study 19th- and 20th-century American poetry, focusing on poems that explicitly or implicitly engage with American ideological concerns. In conjunction with our textual analysis, we will consider specifically the representation of individual and group identity, the relation between poetic form and political change, and the special demands on art in times of war.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL120 The Nobel Writers: Literary Institutions and the Literary Canon

Through analysis of selected texts, primarily by writers from the Americas, this course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aims of the course are threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST120**

Prereq: **None**

ENGL130 The English Essay

This course will focus on the writing of nonfiction and the forms of the English essay. Readings will be drawn from a range of genres, both nonfiction and fiction, including memoirs and profiles, historical and contemporary commentary, short stories and novels.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL131 Writing About Places

This course is one in a series called "writing about places" exploring the long tradition of writing about travel and places and changing attitudes toward crossing cultural and geographical borders. Readings will focus largely on the writings of 20th-century travelers and will include an examination of the phenomenon of migration. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized, and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays and will encourage students to examine their own experiences with places and cultural encounters.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CGST131**

Prereq: **None**

ENGL131B Writing About Places: Africa

This course is one in a series called "writing about places" that explore the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized--and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CGST131B**

Prereq: **None**

ENGL132 Writing Medicine and the Doctor-Writer

In this course we read a range of works across a variety of literary traditions, mainly by writers who were also medical practitioners (including Chekhov, Bulgakov, Lu Xun, William Carlos Williams, and Che Guevara), but also nondoctors who write compellingly about medically-related subjects (Camus in *THE PLAGUE*, Tracy Kidder on Paul Farmer, and Anne Fadiman on cultural clashes).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL136 Not Quite Passing

While the tradition of memoir can arguably be traced back to St. Augustine's *Confessions*, there's an equally long history of false memoirs, or "memoir minstrelsy," where authors write memoirs about lives they haven't lived or use false backstories to sell and publish fiction as thinly veiled roman à clef. Often these memoirs/backstories "borrow" narratives from marginalized groups and ethnicities that have traditionally had their own stories hijacked. Students will explore the tradition of false lives recorded as reality and seek out answers to the weird and difficult questions raised by this mutated genre: What is the author's agenda? Why is it that people in the majority consistently mine the plights of marginalized individuals? How did these stories get into our hands at all? Why are readers so willing to trust someone when an author says something is true in a book? What happens when fictional narratives are framed as personal nonfiction reportage? Students will also actively participate in writing their own false memoir, based on their close readings of assigned texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL140 Literature, Laughter, Philosophy: Tristram Shandy

Laurence Sterne's novel, *THE LIFE AND OPINIONS OF TRISTRAM SHANDY, GENTLEMAN* (1759-67) has been described as a literary masterpiece, a hilarious satire, a sentimental tear-jerker, and an obscene abomination. Thomas Jefferson thought it formed "the best course of morality that was ever written"; it was a favorite of Karl Marx and Friedrich Nietzsche; and it was even heralded (in a recent film adaptation) as "a postmodern classic written before there was any modernism to be post about." The book is deeply learned--engaging texts from skeptical philosophy to 18th-century science and from Hamlet to early novels. It is also, indisputably, very odd: Though Tristram is trying to tell the

story of his life, he fails to get himself born in the first hundred pages, and the text is full of doodles, blank pages, madcap digressions, and missing chapters. In this course, we will read *Tristram Shandy* alongside the many, many texts it references, borrows from, and mocks, as well as the many, many texts it has influenced. Throughout, we will take *Tristram Shandy* as our rich test case for some fundamental theoretical questions, What is literature, and why do we tell stories anyway? How is literature related to philosophy? How do our minds work? What is the meaning of human life--of laughter, learning, sex, and death?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL141 Slavery, Latifundio, and Revolution in Latin American Literature and Cinema

In this course, we will read literatures and cinemas of Haiti, Mexico, Guatemala, and Cuba that depict insurrectionist and revolutionary ruptures that take place on plantations and latifundios. We will study how insurrection and revolution are deployed by Caribbean and Latin American literary imaginations to critique the dangerous economic situations in the early 20th century of U.S.-backed client states--referred to dismissively in the United States as "banana republics" after the United Fruit Company converted U.S. naval ships into cargo boats that would import exploitatively planted and harvested bananas--and the economic schemes of underdevelopment that aligned with expanding U.S. hegemony in the hemisphere. We will read narratives of revolution that expose different systems of human oppression, beginning with the Haitian Revolution of the late 18th century, insurrections in Chiapas against *casta* and *latifundio* before and after the Mexican Revolution of 1910, and ending with revolts against U.S. economic and military interventions in Guatemala and Cuba in the 20th century. We will attend to the way that revolutions are represented both as vertical ruptures that seek to explode the past and as horizontal historical developments that continue select legacies of the past. While de-romanticizing the commercialized Che T-shirt notion of revolutions in the Americas, we will, more importantly, deconstruct revolutionary progressive discourses of hetero-masculinity, modernity, and development. Among our topics will be the way fictional narratives render and aestheticize the historically dangerous proximity between dictatorship and democracy, as well as other consequences of specifically Latin American and Caribbean revolutions: the external manipulation of sovereignty, extraction of resources by military-backed force, civil wars, genocide, and the making of migrations and diasporas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL142 Beyond Marvel: Introduction to the Graphic Novel

Graphic storytelling is an ancient art that has gained mainstream recognition in the past twenty years. We will explore a wide variety of influential comic books and graphic novels with a focus on the means by which they expand upon and intervene with established narratives, write about how they achieve their effect, and try our hand at writing a comic script.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL145 Body and Text

In this class, students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and

aesthetics. Students will also write texts of various types--stories, notebooks, essays, fictions, and/or poetry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL146 Three Big Novels

In this class we will read three long novels, from three different societies and eras, for the pleasure and enlightenment of their contents and style and also to examine the unique phenomenon of long-form attention to a vast fictional world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL150 American Crazy: Four Myths of Violence and National Identity

Among the industrialized nations of the world, the United States has long had unusually high levels of crime, violence, and imprisonment. This course will explore five especially prominent cultural explanations for American violence. We will consider the origins of these explanations in American myth and history, and we will investigate their appearance in literary expression, journalistic reporting, popular culture, and social science.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL151 American Revolutions and Counterrevolutions

This course examines the pendulum swings of struggle in three realms whose conflicted history defines the American Enlightenment: democracy, racial equality, and early feminism. We will study the Great Awakening in New England, the American Revolution and the conflict over the U.S. Constitution, the impact of the French and Haitian revolutions in America, and the transatlantic influence of Mary Wollstonecraft. Our focus will be on a narrow historical period, less than three-quarters of a century, but we will gesture toward generalizations about the nature of Enlightenment thought as such: how its claims on behalf of universal humanity could (and can) be used as a tool to effect real social equality, and how we are to understand the relationship between political speech and social conflict. Our texts are not specifically literary, but we will pay attention to literary and rhetorical effects. Our interest lies not only in the political claims of these texts but also in how our writers make their claims. We will close the course by opening a discussion on the current state of claims for universal human rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL152 The Armchair Adventurer

At the turn of the 20th century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular-genre fiction--science fiction, seafaring tales, historical fiction, adventure stories, detective novels, romance, and children's literature--and their "high" literary cousins. In the first half of the course, we will read classic works of genre fiction to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. In the second half of the course, we will turn to three works of literary fiction that emerged in a close

conversation with these popular forms: Henry James's *THE AMBASSADORS*, E. M. Forster's *A ROOM WITH A VIEW*, and Joseph Conrad's *LORD JIM*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL153 Ethnicity, Race, and Religion in the Middle Ages

This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters--real and imaginary--of Western European Christians with other cultures, from the Celtic borderlands to the Mongol Empire. The readings will begin historically with the Crusades and the (often grisly) chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries, spies, and colonial propagandists. We will also read some later "romances" that re-imagine the crusades in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CJST153**

Prereq: **None**

ENGL154 Maps, Globes, Moons: Renaissance Worldmaking

When Margaret Cavendish wrote of her desire to be "authoress of a whole world," she voiced an era's fascination with the idea of the world. Spurred by Galileo's discoveries about the cosmos and reports from what Europeans called "the New World," writers and readers in the Renaissance sought new ways to chart this world--and to imagine other worlds. In this course, we will read stories of global exploration, utopian fantasy, and moon travel. We will also examine early modern maps and atlases in Wesleyan's Special Collections and Archives. In doing so, we will ask the same questions as writers such as Cavendish: What is the world? What are its limits? And is it possible to go beyond them?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL155 Utopian Planning from Plato's Republic to UFO Cults

What does the perfect society look like? What are the barriers to realizing it? For centuries, schemers, dreamers, and radicals have turned to fiction to imagine the answers to these questions. In this course, we will look at the long history of texts that imagine ideal societies, beginning with Plato's *Republic*, moving through its Renaissance revivals, and concluding with 19th- and 20th-century texts that turned the language of utopia to address issues of gender, class, and race. We conclude with a section on the realization of utopia, in which we read literary works that imagine the barriers and follies that accompany attempts to put these plans into reality and look at examples of groups--cults, convents, and communes--that have attempted to create utopian communities. We will even head to the Shaker village in nearby Enfield, Connecticut to see the remains of a 19th-century utopian experiment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL160 Lost World/New World: Literature and the Anthropocene

The world we live in today is lost. Within a few decades, we will be living in a radically transformed, radically new world: hotter, more chaotic, with wilder

weather and higher seas. How do we make sense of this change? How have humans used literature to try to understand climate change in the past? In this course, we will track "lost worlds" and "new worlds" from ancient Sumeria to 17th-century England to the intergalactic future, thinking throughout about how these texts might inform our history while enlightening our contemporary predicament.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL161 Captive and Confined: Literatures of Imprisonment

Is it more than just a metaphorical turn of phrase that causes us to speak of being held captive by works of literature and art? Or are there links between writing, reading, and being imprisoned that are as material as they are psychological? Our class will consider the relationship between spaces of confinement and writing to explore how various writers have used writing to respond to various states of captivity. Is carceral writing particularly captivating to readers, and if so, why? We will read texts about prisons (physical and psychological), as well as texts written in prisons, to explore relationships among writing, power, literacy, and freedom.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL162 The Past and Present of American Journalism

This course will expose students to the history of print culture in the United States and familiarize students with the current state of affairs in American journalism. Each week we will read historical and contemporary texts alongside one another, seeing how recent journalism continues in the tradition of older forms of public writing but also deviates from and altogether abandons them. Some of the assignments for the course will be critical, asking students to describe, explain, and make arguments about the texts they encounter; others will be creative, asking students to generate their own journalistic practices informed and inspired by the assigned readings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL165 Querying the Nation: American Literature and Ethnic Studies

This course poses the study of American literature as a way to explore issues of race and ethnicity in the United States. From 1960s student strikes demanding ethnic studies courses in California to recent dismantlings of the field in some high schools and colleges, the role of ethnic studies in education has been a topic of heated debate. We will examine a range of multiethnic texts to understand how they have generated critical frameworks for cultural study that are attuned to the contradictions of various American ideals. Toward the end of the course, we will direct some of our energies to investigating how ethnic studies has circulated at Wesleyan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL171 Brief Encounters: Short Fiction by African American Women

African American women writers have produced short fiction that stands as some of the most gripping, incisive, illuminating works of American literature. Our course will chart the development, potential, and power of short fiction by

writers such as Frances Harper, Ruth Todd, Pauline Hopkins, Angelina Grimke, Alice Dunbar-Nelson, Jessie Fauset, Dorothy West, Zora Neale Hurston, Alice Childress, Marita Bonner, Alice Walker, and Toni Cade Bambara. We will discuss the short story genre, the evolution of the form, and the influence that pivotal literary and historical moments have had on the writers and their works.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL175 Staging America: Modern American Drama

Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST125, COL125, AFAM152, FGSS175, THEA172**

Prereq: **None**

ENGL176 August Wilson

During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning and -nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *JITNEY* (1982) to *RADIO GOLF* (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA175, AFAM177**

Prereq: **None**

ENGL186 The Changing American Novel: From Jack Kerouac to Maggie Nelson

This course will discuss eleven novels, exploring changes in the styles, concerns, and attitudes of fiction from World War II to the present. The first half of the course addresses the hegemony of certain forms and issues in novels written primarily by white male authors between 1945 and 1965. The second half is devoted to diverse novels that represent some of the literary, social and political forces that have led to the heterogeneity of the contemporary American novel. The course will explicitly address ways of reading and interpreting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL186**

Prereq: **None**

ENGL190 First-Year Seminar (FYS): Place, Character, and Design: Techniques in Writing Nonfiction and Fiction

We begin this writing course with questions central to students' work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages students to explore questions of design and structure while focusing also on style and technique at the sentence level. This creative writing course explores features of narrative and design that are central to work in fiction and creative nonfiction. We will also compare the design of college papers, written for academic courses, with pieces written for general readers. Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201A Ways of Reading: Adapting Shakespeare

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course examines how select works from Shakespeare's corpus adapted works by his predecessors and contemporaries, how they were revised in print during his lifetime, and how they were revised and adapted by his successors on the stage, page, and screen. Through guided exercises and short papers on topics such as textual criticism, formalism, historicism, intertextuality, and genre, students will learn crucial tools, methods, and concepts of literary analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201B Ways of Reading: Narrative Forms

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course looks at a series of narratives in different forms--lyric poetry, short stories, and a play of Shakespeare's--to

see how authors produce stories appropriate to the form they employ and how they develop and transform the form they deem appropriate to the stories they wish to tell. We will also look at one career in greater depth, that of Langston Hughes, to see how he employed narrative over the course of a long career as a storyteller in poetry and prose.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201C Ways of Reading: Texts and Territories

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will deal with issues of territory and land in literary texts from the 12th century to the 21st century. We will focus on questions both of how texts negotiate their places and how specific territories generate texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201D Ways of Reading: Reading for Genre: Form, History, Theory

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will explore the three major genres of literature: poetry, drama, and prose narrative. We will examine their building blocks, or basic elements, and seek to understand how individual works of literature exemplify, reveal, and experiment with them. We will attend to formal and theoretical matters ranging from the operation of words to the patterns that structure poems, plays, and plots. We will ask how literary texts respond to, represent, and capture both literary history and their historical moments by depicting their time and place and by participating in debates about art and society. Throughout, our emphasis will be on the rigors and pleasures of close reading, sustained and detailed textual analysis. We will strive to cultivate the lively, generous, nourishing, and ennobling engagement that S. T. Coleridge had in mind when he said nearly 200 years ago that "the poet, described in ideal perfection, brings the whole soul of man into activity."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201E Ways of Reading: Gifts, Debts, and Promises

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201F Ways of Reading: Literature About Literature

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will explore the methods, meanings, and very purposes of literature by reading literature about literature—literature written by authors in their most playfully self-aware and self-interrogating of moods. In one of her novels, Jane Austen celebrates the pleasures and dramatizes the perils of novel reading, and an array of 20th- and 21st-century fiction writers sound similarly self-referential—if slightly more self-defeating—notes. Poets from Edmund Spenser and Alexander Pope to W. H. Auden and Billy Collins have written poetry about poetry, and both Shakespeare and Tom Stoppard write imaginative plays that raise questions about the nature and limits of imagination. We will attend to the different ways that these authors imagine the purposes and possibilities of literature, developing a nuanced sense of literature as a culturally specific phenomenon that fulfills constantly changing needs and desires. Throughout, our emphasis will be on the practice of close reading, on careful attention to how texts construct meanings and make demands on readers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201G Ways of Reading: Contact Zones

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. In this course, our studies of 20th- and 21st-century works will focus on how various forms of "contact"—interracial encounters, travel and migration, genre mixing, etc.—produce literary tensions that comment on broader social and political worlds. In addition to analyzing texts from a range of genres, we will situate them in their historical contexts, approach them from a variety of critical perspectives, and examine how literary expressions of "contact" shape perceptions of the contemporary world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201H Ways of Reading: Influence, Imitation, Invention

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will consider how texts respond to one another and to the world, imitating and rebutting what has come before. Looking particularly at how authors deploy generic and stylistic strategies to do this, we will examine works that use realism to imitate the world as well as those that break with such ways of seeing. As we read, we will develop a set of technical and conceptual approaches to various literary genres to generate a facility and ease with close reading. At the same time, class materials will demand we recognize the influence of historical, geographic, and social contexts on the production and reception of works of literature. Therefore, as responsible readers, we will combine attention to a text's formal properties with an awareness of its relations to worlds outside the text.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201J Ways of Reading: Literary Form and Forms

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into

the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural, and new historicist studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201K Ways of Reading: Borrowing and Stealing: Authorship and Originality in Literature

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will explore the meaning of authorship and originality in literary study. What does it mean to be original within a literary tradition? How do genres retain their coherence while also enabling originality? When does inspiration become plagiarism? Where do we draw the line between borrowing and stealing in literature? What legal, ethical, and historical frameworks help us to distinguish between them? How do such norms vary across genres and media? This course will focus on the different ways that poetry, fiction, and drama foster the recirculation of particular plots, figures, and formal structures while still maintaining the value of originality. We will pay particular attention to the crises of authorship that mark what Walter Benjamin famously called the "Age of Mechanical Reproduction." But we will also look at the central role that borrowing and rewriting has played in the very constitution of the idea of a literary tradition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201L Ways of Reading: Forms of Difference

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with

some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course will focus on the politics of literary form—that is, how literary form and content work together to produce arguments about the social world. We will pay special attention to how 20th- and 21st-century writers use literary form to explore, illuminate, negotiate, and challenge categories of social difference, including race, gender, and sexuality. In addition to practicing techniques of close reading on a range of texts from different genres, we will also read literary criticism from a variety of theoretical and political perspectives—psychoanalytic, feminist, postcolonial, historicist, etc. Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201M Ways of Reading: Writing in New England

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course focuses on literature written by New Englanders from the 18th century to the present day. As we consider works of poetry, memoir, drama, and fiction, we will consider the ways in which New England writers shaped the American literary tradition and developed lasting and transformative traditions of purposeful writing and politicized assessment. We will consider substantial literary movements such as transcendentalism; think together about the nature of realism, regionalism, and sentimentality; and discuss the power of gender, place, race, and religion in the writerly imagination. Reading and writing assignments will involve spirited close reading and careful textual analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201N Ways of Reading: Adaptations: From Page to Stage

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they

also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course investigates dramatic adaptations that have originated from poetry, short stories, novels, and historical events. Through multiple modes of inquiry, we interrogate form, genre, narrative, aesthetic, and intended audience as well as the social, political, gender, sexuality, and/or racial context of each literary piece. Within these various "page to stage" adaptation processes, we track the evolution of our source texts and chart the longevity and changeable dynamics of elements, such as character, theme, plot, point of view, setting, and time, as they appear within each dramatic iteration.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201P Ways of Reading: Autobiography

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit. "Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life. Attending closely to the transformative properties of figurative language and the structuring principles of narrative, in this "Ways of Reading" course we will consider how language creates a life. We will begin with the lyric poetry of Maggie Nelson, who has also published prose memoirs, and will encounter similar pairings over the course of this semester. We will explore the formal dimensions of lyric poetry by analyzing the ways that figurative language simultaneously compresses and expands meanings, the significance of where one line ends and another begins, and the creation of a speaker and addressee. When reading prose, we will study larger structures of meaning, and learn how to track the accretion of detail over many pages, and will explore our expectations for how a first-person account should be structured. Throughout, we will be exploring how literary language represents a human life, and how in a graphic memoir visual and verbal work together..

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL201Q Ways of Reading: The Pleasures of the Text

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. Only one of the ENGL201 series may be taken for credit. Ways of Reading courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry and drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time:

in poems, novels, and plays, but also in political speech, in popular culture, and in the discourses that shape everyday life. This course introduces the bundle of characteristics we think of as "literary" and the methods for studying them, with an eye toward pleasure: What spurs us to read, and what spurs us to return to certain texts? We will develop strategies for careful and close reading and techniques for the analysis of poetic and narrative forms; we will examine the idea of literature as a social institution and explore ways of making connections between textual details and the world beyond the text.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL203 American Literature from the Colonial Period to the Civil War

This lecture course marks a path through American literature, moving from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We will begin by considering the role of "America" (both the idea and the real continents) in world history; the questions we raise will return often as we look closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them; therefore, we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST243**

Prereq: **None**

ENGL204 American Literature, 1865--1945

Together we will explore not only the complexities of American literature from the 1860s to the 1940s but how this literature excels as a usable critical resource that can advance our understanding of how America has "ticked" as a culture; a socioeconomic system that established and sought to maintain class, gender, and racial difference; and a political power structure. In our ongoing analyses of the relationship of literary form and social form, we will trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, and modernism and imperialism. The creative works of Emily Dickinson, Elizabeth Stuart Phelps, Fanny Fern, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnut, F. Scott Fitzgerald, Langston Hughes, Meridel Le Sueur, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help equip us to be more imaginative readers of literature, ourselves, and America. This literature offers us expansive insights into what was at stake in America's production of "the modern." We will experience the aesthetic pleasures and critical pleasures of reading great writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST235**

Prereq: **None**

ENGL204A American Literature, 1865--1945

This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to

the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL205 Shakespeare

This course is an introduction to the drama of William Shakespeare. We will read plays representing the major dramatic genres--comedy, history, and tragedy--and study them in the context of the historical transformations that shaped early modern England, from the Protestant Reformation to New World colonization. Our guiding focus will be on drama as a form of skepticism. How, we will ask, do Shakespeare's plays force us to question the legitimacy of political rule, the categories of race and gender, and the nature of the self? How do they imagine the challenge of knowing, trusting, and loving others? And how do they wrestle with the dangers of doubting too much?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA210**

Prereq: **None**

ENGL206 British Literature in the Enlightenment: Individualism, Consumer Culture, and the Public Sphere

England was changing rapidly in the 17th and 18th centuries. Indeed, it is often said that this period was crucial for the emergence of individualism, consumer culture, and the public sphere--for the modern world itself. The period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, serious faith, and gossip in coffeehouses and magazines. It was an age, too, of flourishing marketplaces, imperial expansion, slavery and abolition. This course will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL204**

Prereq: **None**

ENGL207 Chaucer and His World

In this course, we will read Chaucer's fascinating dream-visions, *The Book of the Duchess* and *The House of Fame* and his best-known work, *The Canterbury Tales*. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST207**

Prereq: **None**

ENGL209 From Seduction to Civil War: The Early U.S. Novel

This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the United States during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which the American novel was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST298**

Prereq: **None**

ENGL210 The Rise of the Novel

The novel as we know it emerged in 18th-century England. The real questions are, how and why? Were novels first written by white men, expressing the attitudes and capitalizing on the reading practices of an emergent middle class? Or did they evolve from a somewhat less respectable tradition of romance writing by and for women? Did novelistic prose draw on scientific and economic discourses as it naively sought to present a realistic picture of the world? Or was the genre playfully self-aware, from its very origins, of the difficult relationship between reality and language? This course will explore some of the complexities of the rise of the novel, one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realistic prose, but we will also consider how critical narratives like the rise of the novel work. How do these narratives help us, as novel readers today, understand our relationship to the past and to the novel as a form?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL211 Ethics of Embodiment (FGSS Gateway)

Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair--all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **FGSS210, AMST281**

Prereq: **None**

ENGL212 Postcolonial Bildungsroman

In the storyworld of the bildungsroman, protagonists often transition from youth to maturity, gaining an education about the world that allows them to assimilate and contribute to it. But critics have noted that in the postcolonial bildungsroman, a unique set of obstacles can stand in the way of the bildungs-hero's coming of age, including impassable borders, exilic longings, and even the strictures of narrative form. This seminar will examine a range of transnational sites to explore how the postcolonial bildungsroman relates the promise of independence and freedom tempered by realities of postcolonial violence and dependence in a global economy. We will focus on how particular kinds of space--such as the home, the prison, and the university--shape postcolonial subjects' relationship to the world and give us insight into the ambiguities and instabilities of the bildungsroman form itself.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL213 Contemporary British and American Fiction

This course will introduce students to some of the most influential British and American novels of the past 35 years. In addition to close readings of these challenging and rewarding texts, this course will introduce students to key terms in postwar literary history such as postmodernism, romance, postcolonialism, realism, and magical realism. Central to our investigation of Anglo-American fiction will be the divergent political and economic fortunes of the United States, on the one hand, and the U.K., on the other.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL214 Literature of London

This course examines the role of London in the literary imagination of Great Britain from 1800 to 1914. A vibrant multiclass and multiethnic jigsaw puzzle, London was a world city at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Others saw the ugliness of the city, its poverty, and noisy, crowded streets as inimical to literature. As this tension between visions of London as the core of British culture and as its anathema suggests, literature about London meditated upon the relations between art and society, progress and poverty, and literature and social fact.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL215 Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC

Throughout the latter 20th century, New York City has held a voyeuristic allure as a site of excess and pleasure that is nevertheless "seedy," "gritty," and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, Black, and Caribbean writers and artists, this course will focus on memory, representation, form, sound, and the imagination in the layered and shifting site of mid-20th to 21st century New York City--and even more specifically, of Harlem, the Bronx, the Lower East Side, Brooklyn, and Elizabeth, NJ. Fictionalizations, poeticizations, and performances of first-person memories

and re-imaginings of overheard stories from older generations about life in the U.S. South and life in the Caribbean will feature in the works that we will study in this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL216 Techniques of Poetry

This course introduces students to the fundamentals of writing poetry and to some of the major issues in contemporary poetics. Emphasis will fall on reading and discussing contemporary poetry, writing in both open and closed forms, working with structural elements beyond traditional poetic forms, and developing a methodology for critical discussion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL217 Recent American Fiction

This course explores American fiction of the 21st century. We will discuss the particular demands that contemporary texts place on their readers while developing a map of the styles and preoccupations that mark our own moment of literary production.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL218 Shakespeare and the Tragedy of State

Power, rebellion, class, and justice in English Renaissance tragedy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA218**

Prereq: **None**

ENGL219 Homer and the Epic

In this course we will read both the Iliad and the Odyssey (in English translation). These two great epics are recognized as the first major texts of the Western literary tradition, and they have had an incalculable influence on everything from literature, to history, to the visual arts. Through a close reading of both epics, we will consider issues such as Homeric composition and poetic practice, heroes and the heroic code, the relation between humans and gods, the role of fate, and the structure of Homeric society (e.g., the status of women; clan and community). We will also read a number of contemporary critical essays to help us frame our discussions.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV220**

Prereq: **None**

ENGL220 Armchair Adventurer: Popular and Literary Fiction at the Turn of the Twentieth Century

At the turn of the twentieth century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular genre fiction--science fiction, historical fiction, adventure stories, detective novels, romance, children's literature, etc.--and their 'high' literary cousins. In the

first half of the course, we will read classic works of genre fiction in order to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. In the second half of the course, we will turn to four works of literary fiction that emerged in a close conversation with these popular forms.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL221 The African Novel I: Nervous Conditions

This class will consider several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, peoples, or practices. We will explore, instead, the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. To better understand the political and aesthetic stakes of African literary canon formation, we will also attempt to identify what makes a work canonical.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL222 Slavery and the Literary Imagination

Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable? The works and writers examined in this course will prompt students to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood. Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnutt, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillis Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the "Boston Weekly Newsletter," "The Connecticut Journal," "The Liberator," and "North Star."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM222, FGSS221**

Prereq: **None**

ENGL223 The African Novel II: After Achebe

Chimamanda Ngozi Adichie's 2003 novel, *PURPLE HIBISCUS*, summons Chinua Achebe, the "grandfather of African literature," in its opening line: "Things started to fall apart at home when my brother, Jaja, did not go to communion," and NoViolet Bulawayo's 2013 novel *WE NEED NEW NAMES* obsessively refers to Achebe's title as well. While Achebe remains a formative influence on many contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. This may include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, African-language literature, and the position of African literature vis-à-vis world literature. Readings will be chosen from among the newest novels and short stories in publication.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL224 Medieval Drama: Read It and Be in It

It was and still is revolutionary theater! This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality plays *Mankind* and *Everyman*. We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST224, THEA224**

Prereq: **None**

ENGL225 Darwinian Fictions

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the 20th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **SISP225, AMST257**

Prereq: **None**

ENGL226 Romantic-Era Extremities: Madness, Revolution, Sublimity, and the Celtic Fringe

This course examines the Romantic fascination with psychological, political, aesthetic, and geographical extremes. We will explore how Romantic writers, who were by turns attracted and repelled by these extremities, found literary means of investigating and representing them. In the process, they refashioned forms such as the Gothic tale and verse narrative, and they reconsidered artistic categories such as sublimity, disorder, and fragmentation. Some questions we will ask include, How did the idea of extremity shape Romantic ideas about literary form? How did various sorts of extremity become aligned with one another? How did writers present the relationship between the center and the periphery, between norm and deviation? Were extreme experiences or states of being, whether individual or collective, aberrant parts of life, or were they intrinsic to what it meant to be human, or to be a society? Did extremity offer wisdom as well as danger, and, if so, how were the two related to one another? Might one grow from extremity toward a maturity that was at once stable and wiser for having ventured into those dangerous places?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL227 Reading The Victorians

Why read the Victorians? To know more about how an industrializing, urbanizing, commercial, and imperial nation imagines itself; to understand better how middle-class culture is established and comes to work all by itself; to explore the power of representations of sexual difference--the famous separate spheres for 19th-century men and women--and of the great divide that opens between the public and the private; to understand how sexuality extends the reach of disciplinary power, and how money, increasingly nothing but paper, extends value. Our primary focus will be on novels. We will study how large Victorian "triple-deckers" project intricately detailed worlds populated with compelling, three-dimensional characters. We will consider how novels represent the way we live now.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL228 The American Pacific

The United States," says historian Bruce Cumings, "is the only great power with long Atlantic and Pacific coasts, making it simultaneously an Atlantic and a Pacific nation." Yet, as he argues, understandings of America often favor the Atlantic over the perceived wildness and amalgam of the Pacific. This course explores the evolution of American literature and history by taking representations of Asia and Asian America as starting points. We will explore how these representations have long mediated a range of national issues, with a focus on the following three: slavery and freedom, U.S. exceptionalism, and assertions of multicultural America. To facilitate a comparative and cross-cultural approach, we will explore a range of genres and perspectives, including the works of Denis Johnson, Dorothea Lange, Lysley Tenorio, Mark Twain, and Karen Tei Yamashita.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL229 The New York School: Poetry, Art, Movies, and the Mimeo Revolution

The primary poets of the New York school's first wave--John Ashbery, Frank O'Hara, James Schuyler, and Barbara Guest--were deeply involved in the world of art, art criticism, and film. In this course, we will study the primary work of these poets in conjunction with the art and film they were viewing and the art criticism they were writing. We will also study their work in the context of key political and social movements of their time: feminism, gay liberation, and the civil rights movement. Finally, we will address later generations of the New York School, the life of small presses and magazines, and the effect of the Mimeo Revolution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL230 Introduction to Asian American Literature

This course surveys how Asia and Asian Americans have figured in the U.S. cultural imaginary from the middle of the 19th century to the present, from Herman Melville's American epic *Moby-Dick* to Ruth Ozeki's comic novel about transnational television, trade, and activism *My Year of Meats*. As the choice of these framing texts suggests, we will be exploring two kinds of representations. On the one hand, we will examine the narratives, tropes, and images through which dominant American culture has envisioned its incursions into Asia and the reciprocal movement of Asians into the United States; on the other, we will also explore the ways in which Asian Americans have sought to represent their own varied and uneven encounters with U.S. culture. The course is organized

chronologically in order to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, as we enter the period beginning with the 1970s in which Asian American literature becomes an institutional category in its own right, we will add to this historical framework a number of other analytical frames that have emerged from within Asian American Studies itself: cultural nationalism; gender and sexuality; postcoloniality; cultural assimilation; and globalization.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST264, CEAS231**

Prereq: **None**

ENGL231 Contemporary Puerto Rican Art and Literature

This course studies the works of contemporary Puerto Rican filmmakers, performance artists, poets, novelists, painters, conceptual artists, musicians and sound artists. Puerto Rico continues to be one of the U.S. military's and its corporate guises' favorite laboratories; its beauty and complexity are part of what filmmaker Beatriz Santiago Muñoz calls a "chimerical ecology." In this course, we will think with this key phrase, "chimerical ecology," and many aesthetic survival strategies generated by contemporary Puerto Rican literature and art. We will consider the many forms of camouflage set into play in this "chimerical ecology," which reveal the multiple forms of destruction at work by the U.S. war machine, the debt crisis, tourism, and other forces, and the forms of resistance, transformation, and life that only art help us sense. How do you prepare to see what is camouflaged? How do you get ready for what you don't know? Can we reshape our sensorium to feel out and make possibilities that capitalism and settler colonialism render impossible? We will study what appears to hide out in language and visual codes, along with the disidentifying discourses, counter-discourses, aesthetics, poetics, and live art forms that transform the sensorial experiences of space. Students who do not read and think in Caribbean Spanishes are very welcome to take this course, but a minimally playfully bilingual attitude is encouraged.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL232 Mystics and Militants: Medieval Women Writers

In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, religious, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical experience, heresy, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST238, FGSS224**

Prereq: **None**

ENGL233 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's *SHOW BOAT* and George Gershwin's 1935 production of *PORGY AND BESS* as the entry points of our analysis and end with *RENT*. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of

American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA208, MUSC276, AMST248**

Prereq: **None**

ENGL234 Jane Austen and the Romantic Age

In this course we will read--and reread--three novels by Jane Austen. Our first reading will track the development of Austen's unique approach to the realist novel. Our rereading will investigate how that unique approach participated in Romantic debates about art, personhood, and politics. Austen was an active participant in these debates, a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL235 Childhood in America

Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST241**

Prereq: **None**

ENGL236 The British Modernist Novel, 1900--1945

This course will introduce students to British novels from the modernist period of 1900-1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism's recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain's waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL237 On The Border: Chicana/o, American, and Mexican Literatures and Cinemas

The U.S.-Mexico border as militarized zone. The border as desert wasteland. As ground for incarceration complexes for the illegal and unassimilable. As burial ground. The U.S. national media frequently flashes these images today in its representations of the ongoing war on drug cartels. These images form part of a chain that tightens around the lived experience of different peoples of the U.S. Southwest and northern Mexico, one that is linked to a dominant desire to erase the historical nuances of transitivity, movement, and exchange in the region. This course will consider some of the literary and cinematic representations of the border and of the way they respond to the ideology and history of citizenship, exclusion, and oppression.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST270**

Prereq: **None**

ENGL238 Contemporary African American Poetry and Its Past

In this course, students will engage African American poetry after 1960. Alongside gaining a thorough understanding of the currents of literary history from the civil rights movement through the age of Obama, students will gain an appreciation of what traditions contemporary poets engage. Using *ANGLES OF ASCENT: A NORTON ANTHOLOGY OF CONTEMPORARY AFRICAN AMERICAN POETRY* as the primary text for the course, students will be able to gain a comprehensive overview of the rich literary moment of which they are a part. At the same time, students will explore the meaning of the anthology itself as a mechanism of canon-making. How does being part of a canon affect the possibilities in one's literary production? By engaging the traditions upon which contemporary African American poets build their own poetics, students will gain a deeper understanding of the poetry itself. In addition, students will read critical works by the poets as part of their course-work gaining insight into the poets' creative processes. In addition to developing their critical voices through analytical papers, students will have a chance to develop their own poetics through a semester-long poetry collection assignment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM247**

Prereq: **None**

ENGL239 The Empire Writes Back: Readings in Postcolonial Literature

This course is organized around some central concerns of postcolonial thought and considers works by both colonial and postcolonial writers, theorists, and filmmakers. Topics of discussion include the role of literature and culture in processes of colonization, decolonization, and neocolonization; relationships between oral, written, and visual cultures; and connections between physical conquest and literary authority. Case studies are drawn from Algeria, the Caribbean, India, Indonesia, Nigeria, Pakistan, Senegal, the United States, and Zimbabwe.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL240 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent

from the 18th to the 21st centuries. The courses will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels, alongside music and visual culture, as we explore African American literary and cultural aesthetics, African American literary history, and issues of class, gender, and place.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM202, AMST275**

Prereq: **None**

ENGL241 Special Topics: Merging Forms

Students will explore, both in the readings and their own work, forms of writing that don't fit neatly into traditional genres such as fiction, essay, or criticism.

Readings will include Maxine Hong Kingston's *THE WOMAN WARRIOR* (which combines fiction and personal essay), Eduardo Galeano's *MEMORY OF FIRE: GENESIS* (historical writing combined with fiction), and selected short works by Donald Barthelme, Rebecca Brown, Wayne Koestenbaum, and others (all playing with genre in various ways).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL242 Storied Places: Revival, Renewal, and African American Landscapes

Conceptions and histories of place figure prominently and powerfully in African American literary, social, and cultural histories. Writers and artists have used the written word, images, and film to explore issues of presence and absence, claim and trespass, ownership and dispossession, as well as safety and vulnerability.

We will use this course to think about how African American writers and artists in particular have used word, image, sound, and movement to highlight the histories of iconic places and terrains and to reclaim erased histories and disappeared bodies. We also will consider how revival and renewal function both as essential tropes and necessary efforts in the work to make African American life and history visible. Readings may include works by Gwendolyn Brooks, Octavia Butler, Langston Hughes, Randall Kenan, Gloria Naylor, Marilyn Nelson, Natasha Trethewey, Alice Walker, Dorothy West, and Richard Wright.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM314**

Prereq: **None**

ENGL243 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST247, AFAM243, LAST247**

Prereq: **None**

ENGL244 Kill Anything That Moves: The Vietnam War in Literature and Film

This course examines various forms of literature and film to understand the legacies of one of the most transformative events in American culture and

history: the Vietnam War. "Kill anything that moves" were the orders that American soldiers reportedly received while on the ground in Vietnam, yet, to a large extent, the historical focus on the American experience of the conflict has overshadowed other perspectives. Thus, this class will take a comparative approach, exploring works by canonical and noncanonical American, Southeast Asian, and Southeast Asian American authors and directors. Among the diverse genres we will study are prose, poetry, graphic narrative, and narrative and documentary film. To think about the Vietnam War's broader relevance, we will situate the works under study within current debates concerning refugees, genocide, human rights, and the complex politics and aesthetics of war representation. Students will have the opportunity to investigate an understudied aspect of the Vietnam War toward the end of the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST363**

Prereq: **None**

ENGL245 The Book as Object

Look at this paragraph. A decade ago, you would have found it flipping through the pages of a printed course catalog, a book marked with your highlights and dogears. Now you scroll through it on Firefox or Chrome; you click through to check the textbooks; you copy and paste the description in an e-mail to a friend; or else you hit the back button and move on to something better. Is this the same paragraph, and are you the same reader? This course is an exploration of the material forms in which we encounter the written word--from the scroll and the codex to the Word document and the website. Medium matters, and our goal will be to understand how. We will ask how different media technologies shape us as readers and writers; why books have come to mean so much to us as cultural objects; and how moments of media shift (like the rise of the Internet) transform our relation to words. Readings will set essays in the history of the book and media studies alongside literary case studies, and projects will engage with textual materiality through the creation of book-objects of our own.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL246 Personalizing History

How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These questions and others are at the foundation of this course, which includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercises where you will be asked to research specific aspects of your times and places. For example, you might be asked to research and write about such questions as when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person. The memoir is a distinct genre, with topics/themes particular to it. Some of the most important are memory itself, childhood, place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, family, and generational differences. The class will engage with these topics in the analysis of the readings and also in the writing of memoirs. Specific techniques will be highlighted for writing practice: the catalog, diction, dialogue, metaphor, description, point of view, and narrative structure, including temporal organization, the doubled narrative, and the narrative frame.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**
 Identical With: **AMST245**
 Prereq: **None**

ENGL247 Narrative and Ideology

When ballads were popular songs that told stories, Andrew Fletcher (1655--1716) emphasized the importance of controlling dominant narratives: "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, "makes" people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for both overt and covert ideologies? How do stories change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the analysis of the narrative structure of post-1980 American films, supplemental by reading some film theory. It combines short lectures (mainly in the first few weeks) with much discussion.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL249**

Prereq: **None**

ENGL248 Shakespeare on Film

This course will examine exemplary filmic interpretations of five Shakespeare plays with the aim of exploring Shakespeare as a site of cultural production--as one of the places where our society's understanding of itself is worked out and, at times, fought out. Lectures and class discussions will focus on the particular problems and questions raised by the Shakespeare film as a genre: How do these films negotiate between theatrical and cinematic conventions, between text and image, between the historical past and the concerns of the present? To unravel such negotiations demands attentiveness to both sides of these equations. The course thus requires students to spend time reading both the filmic and literary texts closely, attending both to their formal attributes and to the specific contexts in which they were produced. While no prior study of Shakespeare is requisite, students may want to familiarize themselves with the plays we will study beforehand, since a great deal of time will be devoted to analyzing films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL249 Contemporary Plays: Writing and Reading

Students will read plays currently or recently produced around the nation and write short-form dramatic pieces in response to and in conversation with the techniques and styles encountered. The course may be taken separately but is intended as a prelude to THEA399, Advanced Playwriting: Long Form.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA249**

Prereq: **THEA199**

ENGL250 Contemporary U.S. Poetry

In this course, we will read contemporary poetry, focusing on the work written in the period 1980 to the present, by understanding diverse poetic roots and routes through American literature, multiculturalism, post-9/11 and environmental anxieties to an art that speaks to the present. We will sharpen our analytic skills and practice close reading and annotation to build our capacities to write responses to poetic texts as literature and cultural expression.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL251 Epic Tradition

This course studies the poem of history, tracing its evolution from the heroism of strife to the heroism of consciousness and studying the construction of the soul, death, the state, the patriarch, and sexuality from the dawn of history to the emergence of the modern age.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL252 Animal Theories/Human Fictions

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL238, FGSS239**

Prereq: **None**

ENGL253 Science and/as Literature in Early Modern England

Seventeenth- and 18th-century England saw the development and popularization of the "new science." Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the literary reaction to these cultural changes. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end, William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature--considering, say, Francis Bacon's symbolically fraught "idols" and Robert Boyle's "literary technology," the role of poetry in spreading scientific ideas, and the importance of analogy and metaphor to the very logic of scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **SISP253**

Prereq: **None**

ENGL254 India and the World: Fiction and Film About India and Globalization

India has made international headlines for being a globalization success story and a new global superpower. In this course, we will read literature and watch films that shed light on how globalization has actually impacted the country. We will discuss questions such as, Is globalization a good thing for India? Is it inevitable? Is it really something new? We will read texts that examine key historical and social issues, including Partition, colonialism, and Hindu-Muslim conflict. We will read English language texts and also fiction translated from Urdu, Hindi, and Bengali.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL255 Writing on the Land of Freedom: The Pastoral in African American Literature

Landscape figures prominently and powerfully in the African American literary imagination. Writers have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will consider African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories, essays, letters, and journal entries by writers such as David Bradley, Charles Chesnutt, Lucille Clifton, Rita Dove, Charlotte Forten Grimké, Zora Neale Hurston, Randall Kenan, Victoria Earle Matthews, Gloria Naylor, and Marilyn Nelson.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM252**

Prereq: **None**

ENGL256 The Emergence of World Literature(s)

In the past four decades, the traditional study of national territories, their cultures, and literatures has been supplemented and challenged by concepts and phenomena such as the transnational, the diasporic, the global, and the cosmopolitan, as well as by new curricular categories such as world history, world politics, and world literature. This course will focus on world literature and will examine literary, historical, and theoretical texts to ask what is at stake in this new area. Topics will include, but are not limited to, the networks along which narratives circulate; the aesthetic and other standards that regulate the selection of plots and themes that appeal to the cultural gatekeepers; the politics of continued domination, subordination, and cultural imperialism; inclusion and exclusion; and margins, peripheries, and centers. There is as yet no single accepted theory, no consensus history, and no established canon or geography of world literature--all are evolving as literary scholars attempt to weave together elements of comparative and postcolonial literatures with the above-mentioned concepts into a new object of readerly experience and critical knowledge. We will use literary and theoretical texts to explore how world literature is being created.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-COL**

Identical With: **COL256**

Prereq: **None**

ENGL257 Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news--it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to

be worth reading for decades to come. Truman Capote, for example, conceived of *IN COLD BLOOD*, which he first published as a series of articles in *THE NEW YORKER* in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point--but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250G, CSPL250G**

Prereq: **None**

ENGL258 New World Poetics

God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature in our own time. Our poets ignored false divisions between art and society, and so will we.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST269**

Prereq: **None**

ENGL259 The Art of the Personal Essay

The personal essay is short-form, first-person, narrative nonfiction that encompasses many genres: memoir, reflection, humor, familial and social history, and cultural criticism. Yet even these boundaries often blur within a single essay, and the personal essay can expand to include almost any topic. Writing personal essays--what author and critic Philip Lopate calls "the self-interrogative genre"--helps us find out what we think, often makes us change our minds, and, ideally, leads us to new insights. In class, we will discuss the assigned readings, participate in group responses to each others' writing (workshops), and write in response to prompts. We will study both traditional and unconventional techniques of nonfiction, focusing on the elements of craft: structure, voice, clarity, the use of descriptive detail, and revision.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL260 International Crime Fiction

In this seminar, we will read works by Jean-Claude Izzo, Graham Greene, Paco Ignacio Taibo II, Saadat Hasan Manto, and William McIlvanney. The objective of the seminar will be to examine the connection between crime fiction and urban spaces and how crime fiction tackles social and existential issues. This will be a

writing-intensive course in which students will also scrutinize the craft of crime writing to create their own works of crime fiction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL261 Pirates, Puritans, and Pequots: Literatures of the Renaissance Atlantic

This course opens the traditional canon of Renaissance literature westward, examining the connections between English Renaissance authors and the slaves, indigenes, and colonists living in and around England's emerging colonies in the New World. What picture emerges when New World authors ranging from Puritans to pirates to Pequots are put in sustained dialogue with the points of view of investors, planners, and dreamers "at home" in England? We will answer this question by surveying a variety of texts and objects including travel narratives, pirate plays, utopian fictions, indigenous craftwork, maps, eccentric political tracts, diaries, colonial promotion materials, and early ethnographies produced by authors all around the Atlantic rim (some even in 17th-century Connecticut!). Together, we will think about the relationship between these objects and slavery, religious radicalism, indigenous-European relations, inter-European conflict, exploration, and trade.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST261**

Prereq: **None**

ENGL262 Literatures of Lying

This jointly taught course analyzes the subject of lying in the disciplines of science and literature and investigates its status as a foundational principle and ongoing problem in both. Lying is an unusually elusive and contested subject, but our work throughout the semester is not to adjudicate ethical questions. Rather, it is to explore the desire to find veracity in the world, using these two domains. What is at stake for practitioners in both fields as they assert their "truths"? How do the histories of the scientific method and the novel inform one another? Under what conditions are "scientific" and "literary" lies produced and interpreted as such? How can literature and humanities scholarship--including the dependence of both the novel and nonfiction memoir on firmly held, yet flexible, ideas about factuality--inform our understanding of science--and vice versa? How does the experience of producing, blurring, and adjudicating the lines between lie and truth drive scientific research and inform readers' experiences of fiction and nonfiction? Texts include philosophical works on lying; scientific studies on the detection of lies, including scientific frauds; fiction by Daniel Defoe and Henry James; and nonfiction by Mary McCarthy. Students interested in thinking beyond their usual comfort zones and participating in an interdisciplinary experiment are encouraged to consider this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **PSYC292**

Prereq: **None**

ENGL263 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred

Moten, Alexander Weheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA266, AFAM266, AMST262, FGSS276**

Prereq: **None**

ENGL264 Mothering Memory in Early American Literature

This course introduces you to the literary productions of what would eventually become and what is now the United States. We begin with Native American literature from the pre-colonial and colonial periods, and we end with the Civil War. We will discuss the concept of "American Literature" and complex relationship a wide range of writers have had to Enlightenment theories of memory. In particular, we will investigate why subjective memory is often negatively contrasted with objective history, and why these modes are gendered as feminine and masculine. We will interrogate how American author, especially authors of color and women authors, engage this dichotomy. By tracing the development of Enlightenment theories of memory alongside the application of these Enlightenment theories in American literature, we will discover the centrality of memory to Enlightenment ideas of the self that are endemic to American philosophies of democracy. This, in turn, will reveal the powerful narrative of collective memory that is interwoven throughout early American history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL265 Future Visions: Temporality and the Politics of Change

What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders? We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia--alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse. Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's *Dictee*, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*, an experimental ethnography of environmental disaster and its aftermath; and Octavia E. Butler's *Kindred*, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-AMST**Identical With: **AMST266, ANTH205, FGSS266**Prereq: **None****ENGL266 Special Topics: Creative Writing for New Media**

This course prepares creative writers for the evolving marketplace of electronic text and media, experience writing in varied media such as the Internet, eBooks, video games, mobile devices, and emergent social narratives. We will consider the exciting potentialities of a growing field as well as its limitations while wrestling with critical issues about digital literacy, ethics, Internet culture, and the implications of our online artistic creations.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL267 The 1850s**

The 1850s was a period of tremendous social unrest in the United States. And yet, for all of its upheavals, the decade that immediately preceded the Civil War also witnessed the publication of some of the country's most iconic works of literature, what a later generation of scholars would call the "American Renaissance." This course sets out to explore the relationship between literature and its historical context(s). What were the material, political, and economic conditions that led to the production of so many great works of American literature? How does a literary text overcome its own embeddedness in history to become a "classic," a work of universal, timeless value? Keeping our own historical moment in mind, this class will examine the 1850s to determine whether periods of political turmoil produce better literature. (Let's hope that they do!)

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **AMST271**Prereq: **None****ENGL268 Reading and Writing Fiction**

This demanding, reading- and writing-intensive course focuses on character, structure and plot, sentence structure, development of a strong and idiosyncratic voice, the role and history of the narrator, points of view, and writing with meaning.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL269 Introduction to Playwriting**

This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-THEA**Identical With: **THEA199**Prereq: **None****ENGL270 Writing Creative Nonfiction**

Practice in writing several forms of literary and journalistic nonfiction--a profile, narrative, review, commentary, travel essay, family sketch, or personal essay, for example. Students are also welcome to try science writing, arts or music reviewing, and other somewhat specialized writing designed to engage general readers.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL271 Distinguished Writers/New Voices**

The writing exercises in this course give students an introduction to nonfiction writing in several forms, both literary and journalistic. Talks by visiting writers in other genres--fiction, poetry, or drama--offer students a broader sense of writers' techniques and an introduction to interesting contemporary work. Students will attend lectures and readings by the visiting writers, meet in classes and workshop sessions, and work on short writing assignments.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL272 Modernist City-Texts**

Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism. This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel *ULYSSES* (1922) and David Simon's television series *THE WIRE* (2002-2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile flâneur; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-COL**Identical With: **COL270**Prereq: **None****ENGL273 American Autobiography**

This class will explore various forms of life writing--autobiographies, memoirs, graphic narratives, and fictional autobiographies--to understand how authors make and unmake the American "I." We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of travel, migration, slavery, and war. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **AMST371**Prereq: **None**

ENGL274 Caribbean Poetry and Cinema: "Fields of Islands" in an Open Sea

It is a longstanding colonial trope to render the Caribbean as a space outside of time, outside of history, perpetually under the sun and, were it not for machetes, filled with redundantly bursting vegetation. This course will present an array of 20th-century Caribbean poetry and films that challenge this image. We will consider literary and cinematic texts that envision embodiment within alternative, aesthetic temporalities. In particular, we will consider Caribbean poetry and cinema that present radical images of the Caribbean as a "field of islands" in an open, relational sea. And we will investigate the way these texts make use of the figures of sea and plantation and of historical images of slavery, uprising, escape, revolution, and apocalypse. In addition, we will consider the way these texts respond to discourses of nationalism and "underdevelopment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL275 Race and Place in Early American Writing

As the age of the Middle Passage took shape and the rendition of Africans to the New World intensified, memory became one of the most invaluable and provocative tools with which enslaved and forcibly relocated people could achieve self-preservation, maintain their humanity, and negotiate the unpredictable and disorienting world of North America. The writings of early America that attend to matters of race and place shed light on the power of genre, the influence of piety and religiosity. We will think together about the evocative connections between memory and place as we work with primary documents generated by and about people of African descent in 18th-century America. We also will attend to African American literary production from the 18th century through the 1850s that insistently links narratives of race and place to the deployments of literary forms. Finally, we will consider the rich intertextuality in these works that locates African American writing in the larger American, African, and Western literary traditions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM275**

Prereq: **None**

ENGL276 Diasporic South Asian Writing and American Studies

The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the United States. We will examine the conditions of historical arrival and identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of "Indian" and "American" identities, and how is this inflected by relationships with other ethnic or racial communities? The relationship with an often romanticized "India" is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of "authenticity," and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST273**

Prereq: **None**

ENGL277 Race and Ethnicity on the Shakespearean Stage

In this class, we will take up the question of race in relation to the Shakespearean canon. We will look at four plays by Shakespeare and one by Christopher

Marlowe, each of which features a major character that early modern audiences would have perceived as racially "other" (e.g., Moors, Jews, Indians, Turks, Egyptians), as well as some relevant Shakespearean poetry. We will set these plays against other texts and artworks that explore and make arguments about racial/ethnic difference, investigating the ways in which ideas about race intersected with ideas about geography, climate, religion, custom, and sexuality in 16th- and 17th-century Europe. Our goal, throughout, will be to come to grips with historical ideas about racial difference that will seem alternately alien and familiar from our contemporary perspective, as well as to interrogate the popular understanding of Renaissance Europe as exclusively "white." In the course's final section, we will look at the subsequent history of Shakespearean performance and race, reading and watching adaptations from the 18th to the 21st century and discussing issues ranging from colorblind casting to arguments over whether "original practices" such as blackface still have a place in the repertory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL278 Writing On and As Performance

This course focuses on developing descriptive critical writing skills. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Claudia Rankine, Eve Sedgwick, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, and free form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA235**

Prereq: **None**

ENGL279 Introduction to Latina/o/x Literature and Art: Border, Citizen, Body

This course will engage Latina/o aesthetics to think about borders, desire, citizenship, personhood, and embodiment. By engaging the Latina/o artistic imaginary, we will consider the emergence of contradictory social phenomena, such as dreamers, assimilative drives, utopic desires for anti-assimilative places of habitation, the minuteman militia, consumer drives for representations of "spicy" and "exotic" and "degenerate" brown bodies, reclamations by Latina/o artists of brownness, spiciness and degeneracy, as well as laws in Arizona, Texas, and California that endow police with the power to discern visually whether a brown body is "legal" or not. Several questions and themes will focus our engagements of literature, cinema, and music: How does the Latina/o artistic imaginary depict distinct migrant journeys and rural or urban forms of labor? How do intersecting discussions of race, ethnicity, gender, sexuality, and class in relation to Latina/o aesthetics complicate the existing definitions of these terms in the United States? How do artists interrogate heteronormativity in Latina/o and dominant U.S. cultures? How do they conceive of their specific crises of representation, which include the demand for realism and personal narratives by critics and mainstream readers? What deviant and beautiful forms of life does Latina/o aesthetics make imaginable for everyone?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL280 Staging Race in Early Modern England

This course aims to historicize the representation and staging of race in early modern England. We will examine the emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and cultural identity. Readings will focus in particular on three racialized groups: Moors, Jews, and Native American "Indians." We will first read the play-texts in relation to the historical contexts in which they were produced (using both primary and secondary sources) and then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS320**

Prereq: **None**

ENGL281 Award-Winning Playwrights

With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM279, THEA280**

Prereq: **None**

ENGL282 Narrative: Theory and Practice

What is "narrative" and how does it shape the way we understand the world around us? How are stories constructed in language? How do writers create a sense of time, plot, and character? In this course, we will explore these questions by identifying the strategies and structures of narrative across various media. Genres under study will include folktales, prose fiction, and film, but also less traditional subjects of narrative inquiry, such as journalism, poetry, photography, and digital media. Students will put theory into practice, investigating the mechanisms of narrative by writing in multiple genres. For the final project, students will have the choice of either a critical essay or a work of creative writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL283 Old Poetics for New Poets

We today tend to assume that poetry is lyrical, personal, emotional, and short. These assumptions are not universal truths but products of a specific historical moment; they were popularized by Romantic poets such as William Wordsworth at the turn of the 19th century. This class will explore poetry and poetics before Romanticism, when poems were as often public and political as personal, as often philosophical and scientific as emotional, as often book-length as quite short. These are poems in which metaphors are stretched to their furthest limits, and passions pop to life to figure in allegorical plots. In them, the lyric "I" is less important than the didactic "you," the narrative "he"/"she," or the satirical persona. We will explore the workings of different forms and figures in this old poetics, including rhymes, couplets, personas, personifications, periphrases, and

conceits. Wonderfully, some of these old techniques are in the ascendant again today: hip hop privileges rhyme, and posthumanism raises new questions about personification. Students in this course will read poetry, but they will also write it. We will think about how older poetic techniques and tropes offer resources to new poets. Both trained and amateur poets are welcome!

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation

This course is an introduction to major poets and themes: nature; memory, imagination, and creativity; the poetic I; form and prosody; responses to the French Revolution; and social and economic change. Focusing on issues of nation, gender, politics, and form, the course places poets in conversation with one another and with broader dialogues about poetics, politics, and society taking place during the late 18th and early 19th centuries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction

We begin this writing course with questions central to the students' own work in both nonfiction and fiction: how to establish characters and a narrator's voice and how to frame the spatial and emotional world of the piece. The course encourages writers to explore questions of design and structure while focusing also on style and technique at the sentence level. Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones, and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL292 Techniques of Nonfiction

This course is an introduction to contemporary creative nonfiction writing. We will analyze works of memoir, travel literature, profiles, and other essays that exemplify a range of formal approaches to the genre. The course is also an introduction to workshop procedures: Students will work on their own nonfiction in exercises, experiments, and longer essays and will develop a critical vocabulary for analyzing each others' writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL293 Love, War, and a Few Monsters: An Introduction to Medieval Literature

This course engages with a selection of French and English literature from ca. 1200 to 1400, with an emphasis on the popular genres of romance and epic. Our authors and works will include Marie de France's and Béroul's poems of magical and doomed love; contacts between Christians, Muslims, and Jews in the Song of Roland and the Song of the Cid; and finally Chaucer's masterpiece The Canterbury Tales. The topics that we will examine include the politics of chivalry and crusading, medieval views of gender and sexuality, religious controversies, and representations of the world beyond Europe.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-ENGL**
 Identical With: **MDST295**
 Prereq: **None**

ENGL295 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL339, CCIV393, CEAS340, FIST290, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

ENGL296 Techniques of Fiction

This introduction to the elements of fiction and a range of authors is for students who want to write and, through writing, increase their understanding and appreciation of a variety of short stories.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL297 Creating Children's Books I

In this course each student will create and illustrate a children's book, at the picture book or illustrated chapter book level. Assignments include examining a variety of children's books (from 1930 to the present) and emulating specific authors and illustrative techniques as we develop original work. We will discuss both text and illustration in published picture books, and the creative assignments and workshop discussions will focus on both components, and their interaction. We will look at a range of questions: What is this book for? Who is it for? Does it appeal to children and adults in different ways? What assumptions does it make about the world of childhood and the relationships children have? How does it obscure, reveal, comment on, or attempt to change the truths of life--things like love, desire, satisfaction, hurt, difference, sickness, and death? What values or norms does it establish--or subvert? What do the words and pictures do to each other? What values or expectations are at stake as the story or pattern unfolds? We will use questions like these to help drive our experiments and revisions as we workshop all stages of our books.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT264**

Prereq: **None**

ENGL299 A Playwright's Workshop: Intermediate

This course will help students discover the power of research as a source of theatrical inspiration. We will research the techniques of playwrights such as Suzan-Lori Parks, Dario Fo, Doug Wright, Caryl Churchill, and Arthur Kopit (along with others you will choose on your own) to find out what can be learned by borrowing, adapting, transforming, rejecting, inverting, or reimagining elements of their work. We will also research historic and contemporary events as sources for the creation of effective theatrical characters and situations. To use Parks' metaphor, we will use research as a way to dig for the bones, hear the bones sing, and write it down.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA299**

Prereq: **[THEA199 or ENGL269]**

ENGL301 Philosophy of Memory in African American Literature

This course will consider the importance of memory in African American literature and will explore the many ways in which authors of African descent engage, transform, and build on long-established intellectual traditions of the mind. Students will explore the importance of the idea of "memory" to these intellectual traditions of the mind and will trace the praxis of remembering as a literary act through African American literature of the long 19th century. Finally, students will explore how persons of African descent are dehumanized through a systematic reduction of their mental capacities in these same philosophical traditions of the mind. We will discuss the ways in which memory specifically figures into this dehumanization and how authors of African descent used these very theories to resist the reification and overdetermination of both their literary works and their selves.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM304**

Prereq: **None**

ENGL302 Matter, Community, Environment

In recent years, it has become increasingly difficult to consider human communities without also considering questions of "nature" or "environment." Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no "nature" or "society"--only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as "community" or "society") as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on "us" as humans in the first place but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM305, SISP303, COL303**

Prereq: **None**

ENGL303 Narrative Theory

Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, "simply there, like life itself." As these claims indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory--the theory of how stories work and of how we make them work--through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. A single book will anchor and orient each of the course's units: for structure, Vladimir Propp's MORPHOLOGY OF THE FOLKTALE; for text, Roland Barthes's S/Z; for time, Gérard Genette's NARRATIVE DISCOURSE. Herman Melville's novella BENITO CERENO will supply our "control text," a narrative to which we will return as we study the theory and through which we will test

the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches--Marxist, historicist, queer, psychoanalytic, sociological--that challenge or modify the theoretical terms with which we started.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice

Lyric poetry may be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch or smell. Or it may stimulate a sense of horror at the inevitability of death. In any of these cases, sound is thought to reveal an attachment, a memory, and to give rise to composition in the poet's effort to reshape memory and feeling in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from African American, African diasporic, Caribbean, Latina/o/x, and Indigenous poetics, and we will consider their relation to myth and musical forms, such as the blues, son, bomba, biguine, jazz, reggae, hip-hop, salsa, among others. The dynamics between lyric speakers and musicians, sound and story, seen and voiced language will play out.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST302**

Prereq: **None**

ENGL305 Shakespeare's Macbeth: From Saga to Screen

A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of *MACBETH* from 1948 to the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA310**

Prereq: **None**

ENGL306 Special Topics: The Beats and Their Discontents

Without a doubt, three important, foundational works of the Beat movement threaten to stand in for all others. In this class we will do time with the better-known *HOWL* and *ON THE ROAD* and *NAKED LUNCH*, but we will also invest in more contemporary memories and the continuing practices of those days of post-World War II America, when "a group of friends worked together on poetry, prose, and cultural consciousness" (Ginsberg). We will work likewise, in a variety of forms, assessing their moment and writing out our own.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL307 Britons and Other Life Forms

George Eliot wrote in *Middlemarch* that "if we had a keen vision and feeling of all ordinary human life, it would be like hearing the grass grow and the squirrel's heart beat, and we should die of that roar which lies on the other side of silence." This course will require us to think about the various ways in which writers conceive of and represent precisely our potential--or, as Eliot suggests, our inability--to comprehend "all" life, or even just "other" life forms. We will consider literary approaches to relationality, with an emphasis on 19th-century British literature: How do these writers envision the connections between individuals and organisms, and how do they conceive of intimacies, environments, and totalities? To what extent do they imagine themselves as able to represent those connections? And how to these understandings impact literary form and political understanding? We will focus on formal questions, such as those of protagonist and minor character, poetic "I" and listener, as well as on two major forces of 19th-century culture: an emergent social theory that tried to conceive of humanity in terms of communities, populations, and "social bodies," and an increasingly prominent science that was starting to think in terms of environments and ecologies (it's worth noting that the terms "environment" and "ecology" are 19th-century in origin).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM304**

Prereq: **None**

ENGL308 The Grumbling Hive: Ethics and British Literature, 1660--1800

This course will explore the ethical imagination in the 18th century by looking at literary representations of social organization and encounters with the other alongside readings from moral and political philosophy. Both literary and philosophical discourses were deeply invested in normative claims about how men and women should live their lives, but they often developed radically divergent concepts of consent, virtue, the "State of Nature," natural sociability, and rational autonomy. We will explore these divergences by taking seriously the intersections and impasses that emerge when literature and philosophy are put into conversation. Discussion and assignments will address the ways in which different literary forms and traditions develop, and critique "practical" philosophies and how the "realisms" of literary and philosophical representations tell different stories about moral imperatives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL299**

Prereq: **None**

ENGL309 Entertaining Social Change

How has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that artists, songwriters/performers, radical historians (working with cartoonists), and moviemakers have developed to entertain Americans--teach them, fascinate them, move them, persuade them, provoke them, make them laugh--so that Americans will be more inclined to entertain social critique. We will explore the popularizing (and the selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics (Woody Guthrie/protest folksingers); folk-rockstars such as Crosby, Stills, Nash, and Young, Jackson Browne, Ani DiFranco, and Father John Misty; the political development of hip-hop (Gil Scott-Heron, NWA); politically edgy comedy (Lenny Bruce, Jon Stewart, Stephen Colbert); and movies (Malcolm X, Straight Outta Compton, No, Network, Where to Invade Next, *Matewan*, *Wall Street*, *The Big Short*).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST315, FGSS315, CHUM334**

Prereq: **None**

ENGL310 The Senses and the Subject in Cinema and Poetry

In this course, we will study a mixture of emotionally stimulating and taxing cinema and lyric poetry to intensify our capacity to articulate a notion of the senses, which presumes some notion of the subject. The cinema and poetry selected invoke several national traditions and political events that will pressure our thinking of individual sense experience and how it reaches toward others to fight the effacement of the human subject. While these two art forms might seem like strange neighbors, we will think of cinema and lyric poetry as "repositor[ies] of synesthesia" wherein one feeling can dub into another--an image stimulating an effect on hearing, for example--in measured intervals of time that are generative of images. The films and poetry selected will carry students into cuts of Sweden, Germany, Spain, Mexico, France, United States, Senegal, Mali, and Japan at distinctly urgent moments in the 20th and early 21st centuries. The threads that will sew the course's images together and bind them to the human subject and senses are the death of God, displacement, migration, fascism, colonialism, globalization, and, of course, love.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys

This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL312 Special Topic: Girls: Character Development Across Genres

In this special topics course we will study the craft of character building. We will focus on how novelists, short story writers, film makers, poets and essayists over the 20th and the beginning of 21st century have crafted the female child in literature to have a broad but challenging conversation about narration, voice, subjectivity, and agency. We will use the course materials and discussions as impetus to write characters that challenge easy tropes while also contributing to ongoing conversations about literature and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296**

ENGL313 Special Topic: The Art of Revision

Revision is considered the final stage of writing, but what is it, exactly? What does the process entail? What constitutes a revision? How do other writers revise? And what are the rules writers can follow to make revision a cornerstone of their writing process? Students will find out in this class. Revision, simply, is not correction. Revision is not changing "red" to "crimson" or running your spell checker. Revision is a change in your point-of-view. This class's goal is to help students learn how to change their writing point of view. Specifically,

students will learn how to read critically, articulate criticism constructively, define uniqueness in both their own writing and others', and self-edit and revise. This course is especially designed for students who have previous experience in creative writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296**

ENGL314 Circulating Bodies: Commodities, Prostitutes, and Slaves in 18th-Century England

In the newly booming consumer culture of 18th-century England, people were constantly buying and selling things--bespoke suits and manufactured trinkets as well as prostitutes and slaves. This course will explore the period's circulating bodies as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will trace processes of circulation in 18th-century novels and poetry and listen as the "things" themselves tell stories: in the period, commodities, prostitutes, and slaves all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, abolition, and women's rights, and we will return again and again to fundamental questions about personal identity, individual agency and passivity, commodification, objectification, and the very limits of the human.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL315 Writing and Drawing Comics

This is an intensive workshop course for students interested in making comics. We will read comic strips and books that vary widely in genre and style, and learn to identify and emulate cartooning techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL316 Rethinking World Literature

Globalization has changed the speed at which people, goods, information, and ideas circulate in space. It has also changed how we read and write, and what we read and write. What does the "world" in "world literature" mean, and who writes world literature? To better understand how recent economic, cultural, environmental, technological, and political transformations affect our understanding of world literature, we will read key theoretical works that interrogate world literature as a category, along with literary works that thematize the scales of global comparison.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL317 Special Topics: Plot

In this special topics course, we will study classic and contemporary novels, stories, and television dramatic series that immerse the reader and viewer in an absorbing fictional plot. Our priorities will be close reading and watching for the pleasure and enlightenment of the works as wholes, as well as an examination of the choices storytellers make to snag our imaginations, drag them into a fictional world, and keep them there. The study will culminate in new creative work: short stories you will write and the class will critique in a workshop setting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT317**

Prereq: **ENGL292 OR ENGL296**

ENGL318 Special Topics: Living Room: Place and Structure in the Novel and Short Story

In this special topics course we will study the craft of structure and setting. We will focus on how novelists and short story writers have made use of architecture and the environment as a means to shape story, reveal character, and direct plot. We will apply our learning to our own fiction by writing work that reveals a sophisticated awareness of the relationship between content and form.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296**

ENGL319 Crossing the Color Line: Racial Passing in American Literature

Narratives of racial passing have long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the "literature of passing" as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST279**

Prereq: **None**

ENGL320 Shakespeare, Milton, and Wordsworth

In Wordsworth's day, Shakespeare and Milton represented two clearly divergent conceptions of poetry and the poet. Shakespeare was the chameleon poet who disappeared inside his characters, the self-made man who worked in a commercial theater, and the original artist who reinvented both lyric and dramatic verse. Milton was the wise poet whose presence was always palpable, the political writer who worked for a revolutionary democracy, and the Janus-faced artist who generated a synthesis between received and new forms. Wordsworth's reading of Shakespeare and Milton partook of these Romantic ideas, and it also exceeded them. In this course, we will examine the legacies that Shakespeare and Milton left to Wordsworth, and the many uses he made of them, from formal innovations in blank verse and a dynamic interaction among lyric, drama, and epic; to generic preoccupations with the sonnet and the monologue; to political questions concerning the narration of revolution and the representation of anarchy; to philosophical problems about individual identity, responsibility, and agency.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL321 Special Topics: A Poet's Tour of the Essay: Innovative, Aversive, and Engaged Prose

This special topics seminar will tour "exceptional approaches" to essays and prose and provide opportunities for prose experiments by seminar participants. Reading and writing assignments will explore issues of style, accessibility, and difficulty through the work of Michel de Montaigne, Olaudah Equiano, Frederick Douglass, Ralph Waldo Emerson, W. E. B. DuBois, Victor Shlovsky, Raymond

Queneau, Audre Lorde, David Antin, Lyn Hejinian, Nathaniel Mackey, Wayne Koestenbaum, Claudia Rankine, and others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL322 American Modernism

This research seminar considers the renaissance in avant-garde and innovative writing that transformed American literature during the first decades of the 20th century. We will seek to identify some of the major schools and fashions of the era's new literature, and we will attempt to understand their relation to developments in the history of publishing and media, as well as to broader developments in American culture and politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Prereq: **None**

ENGL323 Trauma in Asian American Literature

The relationship between Asian Americans and the U.S. nation-state has been understood by a number of scholars as reciprocally traumatizing. The incorporation of racially-marked Asian Americans into the United States has been historically perceived and figured as an incursion, a wound, a rupture in the homogeneity of a national body that must be managed through legal exclusions and discrimination. Meanwhile, many argue that these historical exclusions have in turn "traumatized" Asian American identity, such that, as Anne Cheng wrote, "in Asian American literature... assimilation foregrounds itself as a repetitive trauma." This course will examine the concept of trauma and the cultural work it performs in both Asian American fiction and criticism. As we explore the ways trauma has enabled certain discussions about immigration, assimilation, and historical memory, we will also ask questions about the limits of trauma as a model for understanding these processes and consider what discussions this widely prevalent paradigm might obscure or occlude.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST323**

Prereq: **None**

ENGL324 Black Power and the Modern Narrative of Slavery

The historical moment immediately after the civil rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers have written award-winning novels that have given unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers--the slave narrative--into a fictional form that has served them as they dissect their own cultural moment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM324, AMST334**

Prereq: **None**

ENGL325 Intermediate Nonfiction Workshop

This workshop offers students with some background in writing a chance to develop new work and to discuss a wide range of published texts. Class meetings

focus on the collective analysis of these assigned texts and critique of essays submitted weekly by members of the workshop.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL326 Advanced Nonfiction Workshop

This workshop offers students with prior experience writing nonfiction a chance to develop new work and to analyze a range of published texts. Class meetings will be devoted to analysis of these texts and to the constructive critique of students' essays. Students will also write short response papers on the required texts and will meet with visiting writers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL327 Criticism and Psychoanalysis

This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will approach psychoanalysis as a style of close reading whose influence on forms of interpretation--especially literary interpretation--has been immeasurable. One central concern will be the capacity of psychoanalysis to force us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL328 Brown, Black, and Queer Forms and Feelings

Given how brutally not neutral the world is to black, brown, and queer forms of life and pleasure, this course thinks with "otherwise" spaces, figures, and feelings, like the queer club, the dance floor, abnormality, errancy, illegality, fugitivity, rage, indifference, and love. We will take up José E. Muñoz's invocation of a "minoritarian theory of affect" that insists that "whiteness is a cultural logic which can be understood as an affective code that positions itself as the law." We will study affect beyond whiteness through attention to sonic forms and "audio-visual shapes" in African diasporic, Latina/o/x, and Caribbean arts. We will consider the diasporas and collectives grouped together in the terms "minoritarian," "brown," and "black" as abnormals that generate alternative modes of moving through and feeling ourselves in the world. We will study for radical potentiality in the beautiful, obscene, and off-kilter affects of brown, black, and queer aesthetic and poetic forms.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL329 Postwar American Writers: Philip Roth and Don DeLillo

This course centers on two prolific and influential authors of the late 20th and the early 21st centuries: Philip Roth and Don DeLillo. We will read widely in their bodies of work, including early, middle, and late fiction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL330 Writing History

This course is an intermediate-level playwriting workshop. We will examine plays that use different dramaturgical strategies to grapple with, question, and invigorate the historical record, including Miller's *The Crucible*, Jacob Jenkins's *An Octaroon*, Miranda's *Hamilton*, and Shakespeare's histories. We will then write original plays that spring from, react to, and grapple with the past as it has been told and hidden from telling. In addition to numerous short exercises, students will research and write a 40-page history play.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA289**

Prereq: **[THEA199 or ENGL269]**

ENGL331 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins

This course is meant to introduce students to an understudied period in African American literary history--the 1890s--and to two relatively understudied writers from that period--Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM330, AMST332**

Prereq: **None**

ENGL332 Romanticism, Criticism, and Theory

This course offers an introduction to major trends and approaches in literary theory and criticism since World War II by way of an examination of the cultural historiography of the Romantic period. Many important theorists and critics, from new criticism to new historicism, from structuralism to poststructuralism, have also been Romanticists, and in their writings we can see how methodological and theoretical principles at once propel and are propelled by literary critical insights or questions--that is, how theory and criticism work together. This course assumes no prior knowledge of literary theory or critical schools. We will have three goals: to deepen our understanding of Romantic literature, of literary theory, and of criticism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL333 Meaning and Materiality: Recent Trends in Theory

Some of the most exciting recent trends in literary and cultural theory interrogate the relationship among humanity, materiality, and meaning. These scholars ask, How do people relate to the material world, and how do these relationships impact our understanding of literature? For example, book history explores the materiality of the book as it shapes our understanding of the text contained therein: Does it matter who printed the book, or how a given page looks? Other scholars focus on the materiality of readers and readers' minds: How do books work on our bodies, and can cognitive science help us understand our investments in novelistic character? Works in eco-criticism, animal studies, history of science, and "thing theory" ask other kinds of questions: What are the ethical, historical, and philosophical implications of the way objects are depicted in literature? In this course, we will familiarize ourselves with these theoretical trends as we grapple with the relationships between materiality and meaning. We will also map the various ways these trends intersect with or diverge from one another. What do each of these have in common with older, Marxist kinds

of materialist thinking? Or with the kinds of postmodern thought that are often accused of neglecting "the real"? Why do these theoretical paradigms have such explanatory power right now? How do they speak to the concerns of our moment?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL334 Romantic Poetry and the Sense of History

What does history feel like? What does it mean to imagine that your present moment is part of a larger historical trajectory? Or, that you are making history in that moment? The period of Romanticism, roughly 1780-1830, is charged with ideas about revolution, progress, and the power of the imagination. Yet it is also a period deeply obsessed with its relationship to the past in a manner unlike any era before it, as writers and thinkers explored the feel of history in radical new ways. This course will survey the major Romantic poets--Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats--with special attention to the sense and meaning of history in their writing. We will read Romantic narratives of personal development, chants of eternal revolution, satires on modern life and government, and excavations and fantasies of a medieval past. We will consider how Romantic writers spun both art and argument on the axis of history and found themselves reflected there, and we will examine, in turn, our own relationship to the literature of the past as 21st-century readers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL335 Twentieth-Century Gothic Fiction

The Gothic novel dates from the 18th century, but it is in the 20th century that the genre proliferates and expands, taking on new iterations that reflect a rapidly shifting world. In this course, we will examine the definition of the Gothic and trace its development in the fiction of the past century. Of particular interest will be how this genre has reflected, and responded to, cultural anxieties over gender, sexuality, and the body. How do the Gothic tropes of violence and horror come to represent readers' own fears, and how do readers take pleasure in exploiting such fear? To this end, we will look at the subgenres of "female," "male," and "queer" gothic, as well as the influence of the Gothic on popular genre fiction. Finally, we will look at the Gothic in a global context and examine ways that this genre expresses contemporary concerns with the technologization of the body. Authors to be read will include Daphne du Maurier, Shirley Jackson, Angela Carter, Kazuo Ishiguro, Stephen King, Joyce Carol Oates, and Patricia Highsmith, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL336 Intermediate Poetry Workshop

In this course, we will be guided by contemporary poets who create at the interstices of critical, creative, visual, and performative methodologies. We will study poets who are also performers. Poets who are witches and diviners. Poets that work across the sciences. Poets who are activists. Poets who find inspiration deep in the archives. Poets who are installation artists. And, together, while always keeping language close, we will allow our practice-based enquires to help us curate, complicate, and develop our own interdisciplinary bodies of work. The class will culminate in a series of poetry projects spanning fields.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL337 Advanced Poetry Workshop

This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. We will explore an extensive reading list of contemporary poetry as well as philosophies of art-making written by both writers and artists. A final book arts project--consisting of 15 pages of revised poetry and a statement of poetics--is due at the end of the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL338 Poetry, Print, and the Sung or Spoken Word

For a long time now, poetry has belonged primarily to the page--but never entirely. In this course, we will examine a range of methods poets who wrote for print employed to harness the resources of the spoken or sung word. Our main readings will be groups of poems, usually books, in which the nexus between printed, oral, and/or musical forms is a crucial issue. We will also read prose treatises and works of 20th-century literary theory that engage this nexus. We will concentrate on a few main (intertwined) methods our print poets used: songs and hymns (Blake, Dickinson), dialect (Barnes, Clare, Hopkins, Berryman), speech (Whitman, Hass), storytelling (Scott, Manning), drama (Shakespeare), ballads (Wordsworth, Coleridge), and sound-based forms such as villanelles and roundels (Swinburne).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL339 Intermediate Fiction Workshop

This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g., ENGL296 Techniques of Fiction) or by other means.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL340 Death and Afterlife in the Middle Ages

What happens to us after we die? Medieval authors had a variety of answers to this eternal question, ranging from the shocking to the amusing. We will read about visions, punishments, rewards, martyrdoms, and that scary place between life and death.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST340**

Prereq: **None**

ENGL341 Archiving America

How do we know what we know? This seminar will explore the notion of archives as a way to understand the politics of knowledge production. We will read primary works in which archives--in the form of documents, photographs, postcards, and more--feature prominently and compel us to question how we determine what an archive is and what its meanings are. We will also examine theoretical texts to understand how the archive can be used to discipline knowledge, but when used creatively and critically, can also reveal new forms of understanding. Work with Wesleyan's Special Collections and Archives will give us a hands-on approach to the course's subject matter, and students will have

the option of conducting their own archival projects to illuminate something new about our understanding of America.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL342 Advanced Fiction Workshop

This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL343 Contesting American History: Fiction After 1967

The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past five decades. What visions of American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST297**

Prereq: **None**

ENGL344 Women's Lib, Women's Lit

The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS345**

Prereq: **None**

ENGL345 Forms of Presence in Renaissance Lyric

Lyric poems depend on immediacy---on the sense that, when we read them, we hear a real voice, speaking right now. Yet the presence that lyrics create is always at risk of being exposed as fantasy, an illusion conjured by the written texts in which we encounter them. How, then, do lyrics bring voices to life? What gives those voices the thrill of immediate presence? And what do lyrics do to us, the readers whom they seek out or evade, seduce or resist, sometimes all at once? These questions were particularly urgent in early modern England, where an astonishing outpouring of lyric poetry coincided with the rise of print. In this course, we will take this historical coincidence seriously: studying the major lyric poets of the period by paying special attention to the material forms

in which their poems reached readers. Our approach will be guided by readings in lyric theory and the history of the book; together, they will prompt us to ask how the book as medium shapes and troubles lyric's imagined presences--and the problems of self, love and desire, of sex and gender, of religious belief and political commitment, with which lyric wrestles.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL346 The Black South

This course will examine the enduring and often unanticipated connections between African American and southern literature. We will consider the ways in which the American South remains a space that simultaneously represents and repels an African American ethos.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM313**

Prereq: **None**

ENGL347 Special Topics: Day Books, Diaries, Notebooks, Etc.

This class will take as its focus both creatively and critically the daily and episodic tracking of our own and others' insights, observations, inspirations, motivations; incidents and encounters that seem worthy of (personal) note, whether this be for instant gratification, imprint, or later expansion, simple records as well as flights of writing. We will read and keep journals of various kinds. Very little will be out of bounds.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT347**

Prereq: **ENGL292 OR ENGL296**

ENGL348 Modernism's Kids: Children in Modernist Fiction

Modernist art--from the writings of Gertrude Stein to Picasso's painting--has frequently been derided as something that could be made by children. The gibe is, perhaps, to be expected. Central to the modernist project was the aim to re-create the world with the unrestrained and unfiltered vitality of children. The child embodies modernist hopes for a transformed future, but the child is also the repository of the past, of the more vital self each adult loses through their passage into adulthood. Representing the consciousness of children--and even, at times, inducing such a consciousness in its adult readers--is a strategy that informs a wide range of modernist texts. This course will explore the fascination with and investment in children in Anglophone modernist prose by authors based in Europe. In addition to exploring the central role that child characters play in many key modernist novels, we will explore the way in which ideas about childhood inform authorial experiments with form and narrative voice. To inform this inquiry, we will read selections from texts in philosophy and psychology and psychoanalysis that were influential in shaping modernist conceptions of language, culture, consciousness, and the human life cycle. Finally, we look at a selection of children's books written by modernist authors and investigate their relationship to children's literature of the period.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL349 Historicizing Early Modern Sexualities

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1620). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS350**

Prereq: **None**

ENGL350 The Law, the Citizen, and the Literary and Cinematic Imaginations

In this course, we will study several major legal events that highlight the contradictions and injustices in the history of U.S. citizenship and the ways this history has been reimagined in literature and cinema. Among the topics discussed will be the slave codes, the Treaty of Guadalupe Hidalgo, the Fugitive Slave Act, the Jim Crow order, the Bracero program, sodomy laws, and SB 1070. We will consider theories of citizen, state, race, and sexuality implicit in these legal structures, with an eye for who may be incorporated into the body politic and who is unassimilable by design, and on what terms. In addition, we will consider the way literary and cinematic texts engage the rhetoric and psychic effects of the law and the way they present different imaginaries of human bodies, communities, and temporalities. Our focus will be on African American, African diasporic, Latina/o/x and Indigenous literatures and cinemas, as they reveal the rifts and conjunctions among the categories citizen, "savage," "gente sin razón," slave, illegal, pervert, and deviant.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL351 Debate and Destruction: Jews and Christians in the Middle Ages

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290. We will also look at how the Jews are depicted in subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (all in translation) as well as English, giving us a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the popularity of Jewish-Christian debate as a literary form, the Crusades, gender roles and gender fluidity, Jewish and Christian apocalyptic programs, and the curious afterlife of Jews in Middle English literature..

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST351, RELI351, CJST351**

Prereq: **None**

ENGL352 Developing a Perspective: Looking at the World Afresh

The most valuable quality a writer can have is a singular perspective, a way of engaging with the world that is the writer's alone. Partly this perspective is shaped by narrative voice; partly it is shaped by choosing what to focus upon. We will use techniques from various creative fields to look at our surroundings afresh while simultaneously developing our composition skills to form these observances into literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL353 Medieval Ethnicities and Ethnographies

This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters--real and imaginary--of Western European Christians with Jews, Muslims, and other cultures. The readings will begin historically with the Crusades and the chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries and spies. We will also read some early "ethnographic" writings such as Gerald of Wales's HISTORY AND TOPOGRAPHY OF IRELAND and Mandeville's TRAVELS. The greater part of the course will deal with literary texts--romances, plays, and lyrics--but we will take a truly cultural-studies approach to this material.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST353**

Prereq: **None**

ENGL354 Reading and Rereading Moby Dick

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the 20th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL355 Special Topics: The Use of Humor

In this prose writing workshop, we will explore a variety of ways that humor can be deployed, in works ranging from the obviously comic, such as César Aira's novel THE LITERARY CONFERENCE (wacky hilarity) to works that might not be thought of as comic, such as Lynne Tillman's NO LEASE ON LIFE (jokes as a formal element in an otherwise grim fictional landscape) and Wayne Koestenbaum's HUMILIATION (a serious meditation with many funny examples and an antic voice). Other readings will be by Donald Barthelme, Renee Gladman, David Rakoff, Mary Robison, and Lynne Tillman. Students may write fiction or nonfiction; humor is optional.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT355**

Prereq: **None**

ENGL356 Theories of Translation

This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL336**

Prereq: **None**

ENGL357 Writing for Television II

This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FILM459, WRCT263**

Prereq: **None**

ENGL358 Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11

In this interdisciplinary, nonfiction writing seminar, students will work on writing book and film reviews, op-ed pieces, blogs, memoirs, and narrative non-fiction as they explore the ways contemporary literature and film have depicted the post-9/11 War on Terror. They will watch documentaries by Laura Poitras, as well as Alex Gibney's *We Steal Secrets: The Story of WikiLeaks*. They will read fiction by Mohsin Hamid, Elina Hirvonen, Deborah Eisenberg, and Martin Amis, and nonfiction prose by Dunya Mikhail, Pankaj Mishra, and George Packer. There will be a workshop component to this course. Students will focus on presenting their ideas in sophisticated, accessible prose, paying close attention to language, style, and syntax at the line and paragraph levels.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296**

ENGL359 Criticism and Marxism

This course introduces students to the Marxist (or historical-materialist) tradition, with accent on its centrality to interpretative methods in literary studies and related fields in the human sciences. We will study foundations, beginning with Marx and Engels, and our reading will carry us through the range of Marxisms that inform contemporary critical practice. We will focus on historical materialism as a style of dialectical thought, uniquely equipped to grasp both our immediate objects of study (literary texts and other cultural

productions) and the social forces through which those objects are determined. In the same dialectical mode, we will reflect often on the relation between our work in the classroom and our contemporary social and historical situation. Students with an interest in literary and social theory will benefit from the course, as will students who know a little bit about Marxism but want to understand the logic of this crucial body of thought.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL360 Special Topics: Writing Lives

In this course, students will read profiles, biographies, and theories of biography. As we analyze these attempts to capture a life and to define the problems and expand the possibilities this form, you will work on your own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS360**

Prereq: **None**

ENGL361 After Orientalism: Asian American Literature and Theory After 2000

From early articulations of cultural nationalist pride to today's transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than 30 years after the field's inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America's aesthetic innovations. Though not required, it is strongly recommended that students have taken ENGL230 Introduction to Asian American Literature or a comparable substitute prior to enrolling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST313**

Prereq: **None**

ENGL362 Friendship and Collaboration: In Theory, In Practice

How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or cohabitators enact togetherness. Artists and projects to be discussed include: Andy Warhol's *Factory*, Hugo Ball, Emily Johnson, Black Salt Collective,

My Barbarian, Harriett's Apothecary, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA364, AFAM364**

Prereq: **None**

ENGL363 The Sounds of Black and Brown Performance

This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories.

Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM366, THEA366, AFAM362**

Prereq: **None**

ENGL364 Special Topic: Experiments in Fiction

In this special topics fiction course we will experiment with forms, realities, and language in order to open new paths to writing fiction. We will add dimension to our own fiction writing by venturing into other literary genres such as poetry and drama. The goal is to "stretch" while learning from literary examples and ideas past and present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL365 Ethics and Literature

P. B. Shelley's claim that "the great instrument of moral good is the imagination" lacks the 20th-century pessimism of his inheritor, W. H. Auden, who wrote that "poetry makes nothing happen." Beginning from this disagreement about the influence of creative work on social and material relations, this course will explore the ethical effects of aesthetic production. Drawing on a historically broad set of readings--from the Enlightenment and Romantic period through the 21st century--we will look at how writers and philosophers have addressed the relationship between literary and cultural works and moral transformation. These works help us examine how, as Wittgenstein puts it "words are also deeds.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CHUM367**

Prereq: **None**

ENGL366 The Sounds of Being: Radical Black and Latina/o Poetry, Music, Cinema, and Dance

This course is a study of the audiovisual shapes of insurgency and assimilation in black and Latina/o aesthetics, based on the comparison of literary, theoretical,

and dance practices. It will consider modes of sonic subjectivation, and it will approach the reactivation of emotional bodies as a means of energizing social solidarity. We will closely read literary, cinematic, music, and dance texts and (lovingly) critique the worlds made in these arts through affect, ethnic, feminist and queer studies, and critical race theory. We will also perform experimental listening and movement exercises to enact a haptic, or touch-based, mode of "listening" to any art form. The hope of bringing these different methods and practices together is, in part, to feel their dissonance, the places where they (generatively) do not match up, and to rethink personhood, embodiment, survival, and value through black and brown art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL367 Nature Description: Literature and Theory

What happens to the world when we describe it using language? What happens to language? Do different modes of description and figurative language do different things to the world? Might we think of such modes--and the literary genres that offer them--as tools that help us approach and understand nature? And in what ways do these modes and the unexamined assumptions that structure them limit what we can see? How much can we really know about nature as it is, in itself, outside of our representational strategies? Further, how have modes of description changed over time, and what can we today learn from studying other ways of understanding how language reflects, touches, and transforms the material world? This course will grapple with big questions about nature, language, literary form, and human minds--as well as the complex interactions between and among these. We will seek answers by attending closely to both literary and theoretical texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **SISP365**

Prereq: **None**

ENGL368 Incarceration and American Literature

This course offers a consideration of the image of imprisonment in American literary and cultural expression and its relation to the history of corrections and criminal justice in the United States and to prominent ideas about democracy, freedom, and citizenship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CSPL368**

Prereq: **None**

ENGL369 Sex, Death, and God: English Metaphysical Poetry from Donne to Marvell

This course surveys 17th-century English metaphysical poetry, a body of verse known for both its formal experimentation and its transgressive choices and combinations of subject matter. Surveying poetry by the major metaphysicals (e.g., Donne, Herbert, Marvell), as well as lyrics by more minor poets, we will examine the central concerns of the metaphysical lyric: sex, death, God, and politics. We will think about how these authors used poetry to imagine a whole range of bodies and desires, from Crashaw's homoerotic "liquid poetics" to Donne's intertwined desires for profane and divine love to Marvell's imaginative preoccupation with plant bodies and their sexuality. We will discuss how these poems think about the prospect of death and what comes after, as their authors imagine their future selves as skeletons, as angels, as dust and their poems as tombstones, as wills, as relics. We will talk about 17th-century Christianity, asking how these poems characterize the relationship between the human,

organized religion, and the divine, as well as how these poems imagine other religious traditions. Finally, we will think about politics, asking how and if these famously self-contained, abstract lyrics engaged with contemporary political issues from changes in agricultural labor to New World exploration to the regicide of Charles I.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora

This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS371, THEA371, AFAM371**

Prereq: **None**

ENGL372 Literature and Visual Culture in Shakespeare's England

This interdisciplinary course explores the relationship between literature and visual culture as conceived and developed by poets, playwrights, and painters of the English Renaissance. We will examine the relationship between the word and the image in a broad range of texts including aesthetic treatises, poems, plays, and court masques and consider how they influenced and were influenced by contemporary visual culture. Equal attention will be paid to the production and reception of the verbal and visual field: How did poets, playwrights, and painters conceive and materially produce the relation of the verbal to the visual in their respective media? And how was this relation, in turn, received by readers, audiences, and spectators? Several trips to Olin Library's Special Collections will allow us to see firsthand how early printed books materially shaped their meanings, both verbally and visually. Topics covered will include iconoclasm and iconophobia, the tradition of *ut pictura poesis* (as is painting, so is poetry), the *paragone* (competition or comparison) between the verbal and visual arts, visual poetics and rhetorical tropes (e.g., ekphrasis, *enargia*, *hypotyposis*), the gendered discourse of "face-painting" (portraiture, cosmetics), and the influence of visual culture on dramatic literature and stagecraft.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CHUM372**

Prereq: **None**

ENGL373 Beyond the Grail: Medieval Romances

Romance is the narrative form of medieval sexuality and courtly love, but it also gives literary shape to a whole social world. Romance was one of the most popular genres of literature in the Middle Ages. In this course we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including *SIR GAWAIN AND THE GREEN KNIGHT*. Some of

the topics we will consider are Romance's engagement with the religious and ethnic conflicts of the Crusades, theories of good and bad governance, Christian mysticism and the Holy Grail, and, of course, the concept of so-called courtly love and medieval sexualities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST373**

Prereq: **None**

ENGL374 Special Topic: Unreliable Narrators

An unreliable narrator may be devilish or deceitful, but any of us can become unreliable narrators when forced to confront and explain unpleasant truths. In this special topics course we will study the unreliable narrator in both fiction and nonfiction. We will examine how the subjectivity of all narrators gives them limited access to the truth, and how we can use this interesting psychological phenomenon in our own writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296**

ENGL376 The New York Intellectuals

This course is a research seminar on the lives and work of the small group of mainly Jewish left-wing intellectuals who reshaped American culture in the two decades after World War II. We will consider how it was that a small group of poor Jewish kids, who had grown up thinking themselves marginal to American society, ended up becoming among the most revered and influential intellectuals of the postwar era. Our main focus will be on the development of their ideas about art, politics, and culture and on the way their ideas bore fruit in some of the important literary expression of the postwar decades. But we will also consider the sociological and political factors that help explain their rise to influence. Among the writers whose work we will discuss will be Woody Allen, James Baldwin, Daniel Bell, Saul Bellow, Ralph Ellison, Clement Greenberg, Elizabeth Hardwick, Irving Howe, Alfred Kazin, Irving Kristol, Dwight Macdonald, Mary McCarthy, Norman Podhoretz, and Lionel Trilling. Readings will include critical essays, novels, poems, memoirs, and short stories. Viewings of paintings, photographs, and documentary films will be recommended.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL377 Crossing Borders on the Early Modern Stage

This course looks at the ways in which seven fascinating plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger responded creatively to and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements--of peoples, ideas, goods, capital, and diseases--that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan

and Naples) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed and online resources and Wesleyan's Special Collections and Archives. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish professional stage in roles played by boy actors in England). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST302, SPAN302, THEA322, COL314**

Prereq: **None**

ENGL378 Queer Times: Poetics and Politics of Temporality

This course will explore relationships among textuality, sexuality, and temporality by analyzing a range of literary, visual, and theoretical works from the early 20th century to the present day, including iconic modernist texts and contemporary queer literary, visual, activist, and theoretical production, including works responding to the AIDS epidemic.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS326**

Prereq: **None**

ENGL380 In Place of Reading: Social Location and the Literary Text

To read, Michel de Certeau wrote, is to travel. True enough, but de Certeau is using a metaphor, and traveling has appeared in place of reading. Why is it so hard to keep reading in view? Why are so many readers so eager to put something else in its place? This course considers the question by suggesting that, if to read is to travel, it is also to remain precisely where we are, reading. Social location shapes the specific qualities of our attention to literary objects. We will examine key texts that have invited--or coerced--readers into an intensive style of reading in modern times, and we will ask questions about the social worlds represented within the texts and implied outside them. Why have so many of these texts depicted--or tried to enact--the social transformation of readers, that is, to move them somewhere else? What makes some readings portable and roots others profoundly to their places of origin? Who has time and resources to read, and to read closely? Is close reading itself a noxious byproduct of modernity's decadence? Or are there ways of getting close to texts that promise more than social privilege? What are the locations of reading, and how are they part of readers' actualizations of the texts they read? Our texts will range from early modern fiction to contemporary novels, from painting to film, and will be accompanied by major writings on the ethics and theory of reading.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

ENGL381 Advanced Fiction

This demanding, reading- and writing-intensive course focuses on character, structure and plot, sentence structure, development of a strong and idiosyncratic voice, the role and history of the narrator, points of view, and writing with meaning. (This course previously carried the title Reading and Writing Fiction II.)

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT260**

Prereq: **None**

ENGL383 Faulkner and Morrison

This course will delve deeply into the works of two Nobel Prize-winning authors--William Faulkner and Toni Morrison--whose fiction interrogates and challenges what it means to be an American, what it means to be an African American, and, much more broadly, what it means to be human. Through close study of their novels, the seminar will consider questions of narrative (form, function, and scope), history (national and personal, real and imagined), and identity (racial, gender, geographical).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM308**

Prereq: **None**

ENGL384 New York City in the '40s

This research seminar will consider the cultural and intellectual history of New York City in the 1940s. Special attention will be given to the way New York's artists and intellectuals led the United States's transition to the post-World War II era.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

ENGL385 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *COLOR STRUCK* and August Wilson's 2006 play *GEM OF THE OCEAN* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **THEA323, AFAM323, AMST299, FGSS323**

Prereq: **None**

ENGL399 Advanced Playwriting: Long Form

This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA399**

Prereq: **[THEA199 or ENGL269]**

ENGL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ENGL408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ENGL409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENGL419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ENGL420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ENGL420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Crosslisting**

Grading: **Cr/U**

ENGL465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ENGL466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

ENGL467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

ENGL469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ENGL470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ENGL491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ENGL492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ENGL496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ENVIRONMENTAL STUDIES (ENVS)

ENVS135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST135, AMST135**

Prereq: **None**

ENVS197 Introduction to Environmental Studies

This interdisciplinary study of human interactions with the environment and the implications for the quality of life examines the technical and social causes of environmental degradation at local and global scales, along with the potential for developing policies and philosophies that are the basis of a sustainable society. This will include an introduction to ecosystems, climatic and geochemical cycles, and the use of biotic and abiotic resources over time. It includes the relationship of societies and the environment from prehistoric times to the present. Interrelationships, feedback loops, cycles, and linkages within and among social, economic, governmental, cultural, and scientific components of environmental issues will be emphasized.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES197, BIOL197**

Prereq: **None**

ENVS201 Sophomore Seminar in Environmental Studies

This course is designed to introduce students to critical methods for conducting research on environmental issues. Students will gain in-depth experience with methods and paradigms of inquiry from multiple lenses including arts, humanities, and the social and natural sciences as a primer for performing research in the ENVS major. We will explore environmental theory and management at various levels of organization from ecosystems to human communities and countries. This course will challenge the students to rethink the human-environment relationship by recasting policy and science in the context of social-ecological systems. Students will be responsible for weekly writing assignments and discussions on the critical environmental issues of our time. Through the process of reflection, writing, and discussion, students will engage in deep inquiry, exploration, and research of environmental issues and their potential solutions. In the process, students will learn and apply the four stages of scholarly research: (1) critique contemporary theory, (2) identify critical questions and research needs; (3) analysis; and (4) synthesis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Prereq: **[E&ES197 or BIOL197 or ENVS 197] OR E&ES199**

ENVS205 Sciences as Social and Cultural Practices

Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP205, PHIL288**

Prereq: **None**

ENVS206 Public Policy

Public policy describes the rules and actions embraced by the government to achieve a variety of social goals. This course will begin with an exploration of the policy process and the challenges of defining problems, designing policies, and implementation. The remainder of the course will be devoted to the examination of several public policy areas, including criminal justice, social welfare, economic policy, and environmental regulation. While attention will focus on U.S. policies, we will routinely consider how they compare with those of other nations. By integrating theoretical literature with more detailed consideration of the origins and development of key domestic policies, the course aims to develop analytical skills and an appreciation for the technical and political complexities of policy making.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT206**

Prereq: **GOVT151**

ENVS211 History of Ecology

The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST221, SISP221**

Prereq: **None**

ENVS212 Introduction to Ethics

This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively

human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL212**

Prereq: **None**

ENVS214 Women, Animals, and Nature

This course will focus on the gendered aspects of human relations with the rest of the natural world. We will explore ecofeminist analyses and challenge popular views about women's special relation to nature. This course will also provide the analytical tools necessary to understand and analyze the roles that actual women (modified by race, class, and sexuality) play in reconceptualizing and reshaping relationships to other animals and the more-than-human world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **PHIL216, FGSS214**

Prereq: **None**

ENVS215 Humans, Animals, and Nature

A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL215**

Prereq: **None**

ENVS216 Ecology

Ecology is the scientific study of interactions between organisms and their environment, both biotic and abiotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL216**

Prereq: **[BIOL182 or MB&B182]**

ENVS220 Conservation Biology

This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the

primary literature and field projects to learn about current research methods used in conservation biology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL220**

Prereq: **[BIOL182 or MB&B182]**

ENVS221 Environmental Policy

This course explores the history of U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will examine several alternatives to public regulation, including free-market environmentalism and association- and standards-based self-regulation. Although the course focuses primarily on U.S. environmental policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT221**

Prereq: **None**

ENVS226 Invasive Species: Biology, Policy, and Management

Invasive species account for 39 percent of the known species extinctions on Earth, and they are responsible for environmental damages totaling greater than \$138 billion per year. However, the general population has little knowledge of what invasive species are or what threats they pose to society. In this course, we will explore the biological, economic, political, and social impacts of invasive species. We will begin by exploring a definition of an invasive species and looking at the life history characteristics that make them likely to become pests. Then we will consider the effects of invasive species expansion on the conservation of biodiversity and ecosystem function, as well as their global environmental and political impacts. Finally, we will explore the potential future changes in invasive species distributions under a changing climate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL226, E&ES240**

Prereq: **[E&ES197 or BIOL197 or ENVS197] OR [BIOL182 or MB&B182] OR E&ES199**

ENVS228 Going Green, German-Style: The Relationship to Nature, 1800--Today

Few countries display as active a commitment to protect natural resources and the environment as Germany. Its focus on renewable energies, recycling, and conservation in general is unique even by European standards, and in the U.S., Germany's policies on sustainability and environmental preservation are often held up as models. It is important to recognize, however, that Germans did not achieve this degree of environmental awareness overnight. Rather, it represents the result of centuries of contemplating, controlling, and conserving nature and cannot simply be transferred to other cultures. In this course, we will examine the German (and European) cultural tradition by analyzing artworks and texts from the past two centuries that have both expressed and shaped salient attitudes and emotional responses. The goals of the course are to provide insight into Germany's long and complicated history of defining and relating to nature and to allow you to reflect critically on your own attitudes toward nature and the environment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST228, GELT228**

Prereq: **None**

ENVS229 Ancient Monuments: Landscape, History, and Memory

In this course, we will examine some of the most renowned sites from Greek and Roman antiquity, such as the Parthenon and the other monuments on and near the Athenian Acropolis, the Colosseum and Forum in Rome, and Pompeii. The aim is to get a broad understanding of their significance, and so the sources will include ancient texts, modern scholarship and travel narrative, and visual representations such as drawings and photographs. Because the course is connected to a theme of "shifting landscapes," we will pay particular attention to the ways in which the ancient sites interact with their surroundings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Identical With: **CCIV229**

Prereq: **None**

ENVS230 The Simple Life

As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, our descendants, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST230, GELT230**

Prereq: **None**

ENVS233 Geobiology

Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology); typically, this involves studying fossils within the context of their sedimentary setting. In this course we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on climate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES234, BIOL233**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENVS197]**

ENVS235 Science of Sustainability

What is sustainability? It most certainly is not switching light bulbs or "buying organic," although perhaps those activities contribute to sustainability. The task for our course will be to undertake a scientific inquiry into the conditions for an enduring human presence on Earth. To do so, we must begin with physical principles, examining both what humans require and demand from the world and what the world is capable of providing. Our inquiry will broaden to include chemical and ecological principles, ultimately asking what the social sciences can do to illuminate the problem without violating the physical constraints nature imposes. Students should have a familiarity with quantitative and algebraic concepts and, above all, a desire to incorporate quantitative thinking into verbal discourse. Writing is also a core element of the course with frequent writing assignments in various formats.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS105**

Prereq: **None**

ENVS241 Labor and Development Economics in Latin America

This course will look specifically at the literature of labor markets and related human capital accumulation in Latin America, which has emerged as an entirely separate area of research in recent years. A large part of this literature in Latin American economic development focuses on urban labor markets, health, and education. The focus of this literature is often on various subsets of the population such as gender and different ethnic groups or rural/urban population. Economic and social policies and external shocks to the local environment will be of particular interest to understand their impact on local economic outcomes. The focus will be foremost on Latin America and cities in Latin America and drawing at times on evidence from across the world for comparison with the Latin America region. Students will read recent economic research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss research results and work on individual or group projects. Basic quantitative methods will be taught throughout the course, relating to economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON218, LAST341**

Prereq: **ECON101 OR ECON110**

ENVS252 Industrializations: Commodities in World History

This course defines "industrialization" broadly to encompass the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines, for example, cotton, rubber, guano, wheat, bananas, and quinine.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST252**

Prereq: **None**

ENVS254 Architecture of the 20th Century

The course considers influential works in architecture, its theory and criticism, and ideas for urbanism, mostly in Europe and the United States, from about 1900 to the present. Early parts of the semester focus on the origin and development

of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design, green buildings, and postwar architecture in Latin America and Japan and in postcolonial India and Africa.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA254**

Prereq: **None**

ENVS255 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST262, SISP255, ARHA262**

Prereq: **None**

ENVS260 Global Change and Infectious Disease

Among the most insidious effects of global change are the expanded geographical ranges and increased transmission of infectious diseases. Global warming is bringing tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases, such as those caused by Hantaviruses; and nonclimatic anthropogenic factors, such as forest fragmentation, are taking their toll on human health, for example, by increasing the incidence of Lyme disease. This course will cover the evidence that global change has increased the geographical ranges and rates of incidence of infectious diseases in humans, in agricultural animals and plants, and in endangered species. We will explore how interactions between different anthropogenic effects (for example, habitat loss and pollution) exacerbate the effects of global warming on infectious diseases. We will analyze and critique projections for future changes in geographic ranges in infectious diseases. Finally, we will cover how revolutions in bioinformatics will increase the resolution of tracking and predicting responses of disease organisms to global change. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL173**

Prereq: **None**

ENVS264 Waterways: Maritime World History

Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the

development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **HIST264**

Prereq: **None**

ENVS267 Development in Question: Conservation in Africa

Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST267**

Prereq: **None**

ENVS270 Environmental Philosophy

How should we understand our relation to the more-than-human world? What does it mean to act responsibly within our ecological situation? This course will cover conceptual questions about nature, ecology, and value, and practical questions about how to respond to climate change, habitat loss, resource depletion, and other ecological problems. In particular, we will challenge the temptation to idealize "pure" nature as distinct from the site of human practices. As a result, we must consider the complex interrelationships between ecological concerns and concerns about social justice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL270**

Prereq: **None**

ENVS274 Water's Past--Water's Future: A History and Archaeology of Water Use and Management

Our world uses water as if this life-giving resource had no limits and does so in the face of mounting scientific evidence that our planet is facing a long period of water shortage. This course will look critically at the ways in which people have used and managed water in the past, from the ancient world up to the Industrial Revolution, with the aim of assessing the relationship of past uses of water to present and future ones. Beginning with irrigation agriculture, we will consider ways in which water has been used for food production, for generating power, for hygiene, for recreation, and for symbolic purposes. We will also consider water use technologically by looking at hydraulic infrastructures (aqueducts, canals, cisterns, dams, fountains, and sewers) in relation to water use and control and its impact on the environment. Finally, we will consider streams,

rivers, and lakes as natural components incorporated into man-made water systems as well as matters of drainage and flood control.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ARCP274, ARHA274**

Prereq: **None**

ENVS275 The American Landscaping in Painting, Literature, Science and the Popular Imagination

In a time of global warming, the issue of mankind's relationship with the natural landscape has never been more pressing. The course will focus on how the field of 19th-century American landscape painting helped stimulate new ideas about our place in the environment—for example spurring the creation of America's National Parks as well as of city parks and greenspaces designed to look natural, such as Central Park in New York. This course will also explore the notion of landscape more largely. What is our personal landscape, and how does it help define our personal identity? How can you detect traces of history in the landscape? In what ways is the American landscape unique, and how did scientists, writers and painters discover and respond to these qualities? How should we respond to the crisis of global warming, which is rapidly transforming and upending our familiar landscape and even placing human existence at risk?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Identical With: **ARHA275, AMST275**

Prereq: **None**

ENVS280 Environmental Geochemistry

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and ambient air is studied. General topics include equilibrium thermodynamics, acid-base equilibria, oxidation-reduction reactions, and isotope geochemistry. This course (together with the associated lab course, E&ES 251) is usually taught as a service-learning course in which students work with a community organization to solve an environmental problem. Previous classes have evaluated the energy potential of a local landfill and investigated the cause and possible remediation of local eutrophic lakes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES250**

Prereq: **None**

ENVS281 Environmental Geochemistry Laboratory

This course will supplement E&ES 250 by providing students with hands-on experience of the concepts taught in E&ES 250. The course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. This course is often taught as service-learning course where the class works with a community organization to solve an environmental problem. The course usually concludes with a public presentation of the work. Past service-learning projects have examined landfills, dammed rivers, and polluted lakes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES251**

Prereq: **None**

ENVS285 Environmental Law and Policy

This course will be a fast-moving introduction to the changing landscape of environmental law and policy. The course will first acquaint the students with the differences between legislation, regulation, and common law and, then, relying on select readings and lectures as well as case studies, trace environmental law from its early (but still critically important) origins in common law through the sweeping legislation and initiatives of the past 40 years. The course will involve lectures to provide context, careful reading, and full use of the Socratic method. Evaluation will be on the basis of preparation and participation in class, formal examinations, and a final paper and mock proceeding with advocacy and positional testimony briefing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Prereq: **[E&ES197 or BIOL197 or ENVS197] OR E&ES199**

ENVS287 Performing the Posthuman: Music and Auditory Culture in the Age of Animantities

“Animantities” takes seriously the aural and performance worlds of the nonhuman. “Posthuman,” according to the Oxford English Dictionary (OED), refers to the idea that “humanity can be transformed, transcended, or eliminated either by technological advances or the evolutionary process; artistic, scientific, or philosophical practice which reflects this belief.” This seminar engages questions of musical difference by addressing posthuman performance, the musicality of animals, music that imitates nonhuman sound worlds, and cross-species and multi-species performance. Throughout the course, we will think across varied types of sounds to explore and contextualize familiar questions about how we sing, play, perform, stage, and sound musical identity, examining the intersections among the humanities, science and technology studies, and the sonic arts. Our explorations will cross through the fields of musicology, ethnomusicology, and sound studies. By listening across different kinds of sound cultures, we will interrogate how traditions of listening shape our habits of perceiving others, how we hear nonhuman animals, how we incorporate nonhuman sounding into music composed by humans, how technology has played a role in the study and development of nonhuman and human musicality, and what it means to listen to and value sonic difference more broadly. Through discussions of musical and cultural difference that enrich ongoing discussions of race, gender, and sexuality, we will come to a stronger understanding of music’s role in imagined and experienced natural worlds. Topics and case studies will include audio bird guides, new age nature recordings, multi-species “collaborative” performances, sampled and electronically rendered animal and nature performance in digital video games, wildlife field recordings and documentary sound design, forms of animal and environmental mimesis used by composers, the way nonhuman animal behavior influenced experimental music communities, and descriptions of the musicking of nonhuman animals by the National Audubon Society and other wildlife guides and field recording initiatives. This seminar draws on the classroom community’s interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can succeed in this course without previous musical knowledge.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC287, AMST278**

Prereq: **None**

ENVS288 Music, Sound, and the Environment in the Anthropocene

In this course we will explore how environmental works have proliferated throughout the academy and how scholars across the humanities are re-evaluating the reciprocal relationships among society, culture, and the environment. Over the course of the semester we will explore the diverse and

interconnected ways in which contemporary composers, popular musicians, sound artists, world music practices, and collaborative arts practitioners draw on natural and urban environments in order to comment on current environmental and energy issues, trauma, the relationships among the arts, humanities and science and technology studies, representations of the environment and the environmental past, and participate in social activism. Employing socially and environmentally engaged musicological analysis, this course will focus on five distinct areas: We will analyze how environmental sites and situations are represented in music; examine why environmentalist ideologies are integrated into the musical narratives and/or sonic choices made by the artist; address how artists conceptualize the environment and express their relationship to it; grapple with what motivates these artists to incorporate environmental commentary into their compositions, illustrating how sociocultural and environmental factors influence creative expression; and question how personal and societal values concerning relationships between society and the environment are disseminated and constructed through music. We will also explore the various ways in which nature, urbanity, and environment are constructed in the production, performance, consumption, and reception of music. Through our reading discussions, writing, and applied projects, some of the questions we will address include: How do the intersections of landscapes and cityscapes produce multifarious artistic responses? How are communities whose economy depend on, or historically depended on, energy and/or natural resource industries signified or evoked through music? How are past and present histories of place expressed, recorded, and remembered through detailed and affective sensory experience? How do we determine the health of our soundscapes? How is music and sound mobilized in social activism? How are notions of identity, as shaped by a physical environment and the ideologies connected to place, constructed and communicated? As we engage with the critical geography of sound, we will address the global networks, musical mobilities, circulation of sounds, traditions and musicians, and the ways in which landscape, mapping, urban planning, and landscapes are expressed in music.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC288**

Prereq: **None**

ENVS290 Oceans and Climate

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years, the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On shorter time scales, different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES260, E&ES560**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197]**

ENVS292 Techniques in Ocean and Climate Investigations

Weekly and biweekly field trips, and computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. In addition to our data, we will most likely use the Goddard Institute for Space Studies climate model to test climate questions and data from major core (ocean, lake, and ice) repositories to investigate how oceans and climate function and have changed.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES261, ARHA292, ARCP292**

Prereq: **E&ES101 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199**

ENVS296 The Mountains in the History of Art

This course is a comparative study of mountains as artistic inspiration, focusing on the Alps and the Black Forest in Europe and the Appalachians. We begin with Moses, an early mountain climber. We then turn to the first historical mountain climber: Oetzi, the 5,200 year-old man found frozen in the ice high in the Tyrolian Alps. We then turn to medieval Europe. There, passes through the Alps and the Black Forest were conduits for the transit of men, goods, and cultural forms. Mountains were not barriers but passageways that linked cultures. In 16th- and 17th-century Europe, Netherlandish artists--Breughel, Seghers, Ruisdael, Jos de Momper--first gave full expression to the grandeur, far beyond a human scale, of Alpine scenery. Gradually, mountains came to be viewed as places of aesthetic beauty and as manifestation of the sublime. Romanticism, in the visual arts, poetry, and music, captures the experience of the Alps as both symbol and physical manifestation of the transcendent. In the paintings of C. D. Friedrich, Constable, and Turner, mountains become the means to express the concept of the sublime. A deeper understanding of the sublime may be found in the poetry of Wordsworth and Coleridge. In America, too, mid-19th century painters focused on the mountains. We will study Hudson River School artists represented in Connecticut collections (Church, Cole). The mid-19th century saw the birth of mountaineering as a sport. We will read selections from narratives of climbing expedition (Leslie Stephen, Mark Twain). After World War I, mountaineering took on a heightened spiritual dimension for men who had survived the horrors of trench warfare. In Austria and Germany, climbing was identified with the cult of physical prowess and, sadly, with National Socialism and anti-Semitism. In fact, however, the development of climbing and skiing in the Alps owes much to Austrian and German Jews. In art, too, during the first decades of the 20th century, mountains were an important source of spiritual inspiration for painters whose work is central to the evolution of modern art.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA296**

Prereq: **None**

ENVS300 Sustainable Behavior Change

Very frequently, the default mode of influencing environmental behaviors is through increased information sharing and awareness raising. While these efforts are well-intentioned, psychological research indicates that in most cases, increased knowledge and awareness do little or nothing to alter behaviors because of the complexity and difficulty of changing ingrained habits. Through this course, which is a required component of the Eco Facilitators Program, we will draw on extensive behavior change, communication, and social marketing research to introduce theory and practice that will increase your understanding of effective methods to influence behavior. You will develop theoretical knowledge, practical skills, and an opportunity to apply your learning within a residence hall setting.

Offering: **Host**

Grading: **A-F**Credits: **0.50**Gen Ed Area: **SBS-ENVS**Prereq: **[E&ES197 or BIOL197] OR E&ES199****ENVS304 Environmental Politics and Democratization**

This course explores the role that environmental movements and organizations play in the development and transformation of democratic politics. It examines the political role of environmental movements in nondemocracies, transitioning democracies, and advanced democracies.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Identical With: **GOVT304, CEAS304**Prereq: **None****ENVS305 Moral Ecologies and the Anthropology of Vitality**

What is vitality? How is vitality nurtured? What hinders vitality? How might we participate in the flourishing of all life? This course will explore the "anthropology of vitality" to designate a body of emerging literatures in anthropology, science studies, religious studies, human geography, and ecological humanities centered on questions of the health, wealth, and vitality of communities understood to include both the human and the nonhuman worlds. Much of this literature is emerging in response to the intertwined global crises of social and environmental justice and a corresponding and urgent call for a new ethics. We will approach these concerns as an issue--moral ecology--in response to Michel Foucault's point in *THE ORDER OF THINGS* (1970) that "modern thought has never been able to propose a morality." The authors we will read work across the nature-culture ontological divide by expanding modes of reasoning to bring together, for example, medicine and ecology, ritual and environment, nature and morality, politics and religion, cosmology and pragmatism, gift exchange and the production of wealth, regeneration and death, knowledge and ethics. Topics include the meanings of prosperity and vitality, moral idioms of nature, animism, epistemologies of embodiment, ecological and cosmological reasoning and systems of classification, relational ontologies, death, waste and pollution, ecology and healing, ritual and world making.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ENVS**Identical With: **SISP305, ANTH303**Prereq: **None****ENVS307 The Economy of Nature and Nations**

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek *oikos*, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the *oikos* over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST307, SISP307**Prereq: **None****ENVS310 The Economics of Sustainable Development, Vulnerability, and Resilience**

This course will build on the first principles of economics as applied to sustainable development and decision making under uncertainty. One of the course's major objectives will be to explore how efficiency-based risk analysis can inform assessments of vulnerability and resilience from uncertain sources of external stress in ways that accommodate not only attitudes toward risk but also perspectives about discounting and attitudes toward inequality aversion. Early sessions will present these principles, but two-thirds of the class meetings will be devoted to reviewing the applicability of insights drawn from first principles to published material that focuses on resilience, vulnerability, and development (in circumstances where risk can be quantified and other circumstances where it is impossible to specify likelihood, consequence, or both). Students will complete a small battery of early problem sets that will be designed to illustrate how these principles work in well-specified contexts. Students will be increasingly responsible, as the course progresses, for presenting and evaluating published work on vulnerability and resilience--offering critiques and proposing next steps. Initial readings will be provided by the instructor and collaborators in the College of the Environment, but students will be expected to contribute by bringing relevant readings to the class from sources germane to their individual research projects. Collaboration across these projects will thereby be fostered and encouraged by joint presentations and/or presenter-discussant interchanges.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ENVS**Identical With: **ECON212**Prereq: **ECON110****ENVS313 Microbes and Human-Caused Environmental Change**

This is a time of unprecedented change in the world we share with billions of species. Unlike the previous catastrophic changes seen over geological time, the changes we see today are caused primarily by just one species, our own. In this new human-dominated era, the Anthropocene, humans have critically changed the conditions of life through a great diversity of activities, including release of greenhouse gases into the atmosphere, accelerated transport of organisms, fragmentation of forests, consumption of antibiotics, agriculture, hunting prey to near extinction, bushmeat hunting, and many other activities. This course will address two kinds of effects of each of these activities on microbes: (1) that humans and agricultural animals and plants are being subjected to new infectious diseases, and the geographical and temporal patterns of infection are changing; and (2) microbes are being challenged to adapt to new environmental challenges, both biotic and abiotic. Students will read and discuss articles from the scientific literature, and each student will write a research proposal.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **NSM-ENVS**Identical With: **BIOL313**Prereq: **[BIOL182 or MB&B182]****ENVS314 Environmentalism in a Global Age**

In the 1970s, popular movements achieved landmark environmental protections in the United States and in Europe. Yet in that same period, the globalization of industrial production threatened to undercut the effectiveness of national laws to curb pollution. Moreover, the second half of the twentieth century saw the emergence of new problems like acid rain that transcend national boundaries. This seminar investigates how environmental activism has responded to a

range of challenges in the global age, from economic development and species conservation to population growth and family planning. As those two examples suggest, environmentalism has engaged with key developments in the modern world, sometimes in troubling ways. Although the subject matter is historical, this course will also focus on what the history of global environmentalism can contribute to contemporary advocacy, not least around issues related to climate change.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST314**

Prereq: **None**

ENVS316 Community Research Seminar

Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC316**

Prereq: **None**

ENVS320 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing as well as the assumptions that methods make and how violations affect applied outcomes. Emphasis will be on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus on data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL320, BIOL520, E&ES270, E&ES570**

Prereq: **None**

ENVS325 Healthy Places: Practice, Policy, and Population Health

The built environment influences many aspects of health and well-being: psychological stressors (crime, noise, and violence), what people eat, the water they drink, the air they breathe, where (or if) they work, the housing that shelters them, where they go for health care, what social networks are available for support, and how political power is distributed and public resources allocated. How cities, suburbs, and rural areas are managed; local policy; and planning and design decisions can all help determine whether the places we live will be threats to public health and, perhaps more important, to an aging society. The focus of this course connects the fields of planning, psychology, and public health to explore contemporary challenges (and innovations) in the 21st-century built environment. Students will explore the multiple forces that impact population health, how to analyze these determinants, and what roles planning and public health agencies, as well as other institutions such as local governments, civil society, the private sector, and communities themselves, can play in research and action aimed at improving physical and mental health.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **PSYC325**

Prereq: **None**

ENVS337 The Origins of Bacterial Diversity

Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL337, BIOL537**

Prereq: **[BIOL182 or MB&B182]**

ENVS340 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL346, BIOL546, E&ES238, E&ES538**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199**

ENVS347 Ethics, Ecology, and Moral Change

In responding to global climate crises, moral philosophers, policymakers, and activists may find ourselves relying on concepts that are poorly suited to the problems we now face. In thinking about water-related challenges, this course asks participants not only to conceive of our situation in familiar moral terms--managing disputes about water rights or water pollution control, for example--but also to see how our understanding of water, and our relation to it, transforms how we conceive of morality. The shared moral reference points to which contemporary public discourse can most readily appeal include rights, reciprocal agreements, and alleviation of suffering. The first two principle-based concepts have been of some use in addressing clear cases of conflict among actual human beings' claims. Yet such conflicts represent only a fraction of the challenges related to environmental interdependence. Meanwhile, public alarm over suffering can draw attention to other symptoms of environmental crisis--namely, to the desperation of sentient beings in circumstances of scarcity, toxicity, inundation, or niche loss. Yet such concern over suffering also remains insufficient to orient us to our responsibility with respect to Earth's interdependent patterns of life. This seminar will explore several marginalized and emerging ways of conceptualizing problems of value and agency, inquiring into how they help us recognize and rise to the challenges of environmental interdependence and volatility. We will attend especially to the challenge of making sense of an ethics animated by water metaphors such as fluency, dynamics, and circulation, rather than by the more solid conceptual touchstones of principles, on one hand, and results or outcomes, on the other.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**Gen Ed Area: **SBS-PHIL**Identical With: **PHIL347**Prereq: **None****ENVS352 Energy and Modern Architecture, 1850–2015**

This seminar seeks to study the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, both as means of improving the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and houses of various kinds, including apartment buildings for higher- and lower-income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical, and other utilities. The last part of the course focuses on contemporary green, or sustainable, architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero carbon cities in the United States, Europe, and Asia.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA352**Prereq: **None****ENVS353 Agricultural Food Webs**

Ecological communities are structured by feeding interactions, and agricultural systems are no exception to this rule. This class will focus on attributes of food webs that impact agriculture, including topics such as natural biological control of insect pests, to soil microbes and nutrient cycling, to causes of honeybee colony collapse disorder. This course includes a rigorous survey of both ecological theory and applied environmental problems. Students will read primary literature from the fields of food web ecology and agroecology and discuss the implications through group work.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-ENVS**Identical With: **BIOL354**Prereq: **BIOL182 or BIOL197****ENVS361 Living in a Polluted World**

This course treats the occurrences and origins, natural pathways, toxicologies, and histories of the major environmental contaminants. We all know about lead and its effects on humans, but how about cadmium and hexachromium, or the many unpronounceable organic contaminants, usually referred to by some acronym (e.g., DDT, POPs)? To be effective in this course, students will need basic college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some math. The class consists of lectures, one major problem set, the Hg-in-hair class study, and a class project on pollution records from a 125-year-old tree slab that has year rings. We will drill all rings and analyze the wood for Hg, Pb, nuclear contaminants, and several stable isotopes. Some will do a paleoclimate record on the rings as well. Students will jointly write various sections of a report on this original research. This is also a service learning course, providing environmental outreach to the larger Middletown community on local pollution over the last 125 years (the tree slab with its records will go on display at Wesleyan).

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-ENVS**Identical With: **E&ES361, E&ES561**Prereq: **None****ENVS369 Ecological Resilience: The Good, the Bad, and the Mindful**

This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory. All of the terms--resilience, fragility, adaptation, restoration, reconstruction--are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.

Offering: **Host**Grading: **A-F**Credits: **1.25**Gen Ed Area: **NSM-ENVS**Identical With: **BIOL369, E&ES242**Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]****ENVS376 The Artist in the City: Civic Engagement and Community-Based Art-Making in the Urban Landscape**

Through both theoretical analysis and practical application, students will explore how, in a collaborative community setting, art-making can be used to address environmental issues and spark community dialogue. Lectures, readings, and research will provide an overview of the work of contemporary artists who engage directly in the life of the city, incorporate public employees and public land, and explore new means of civic participation. Students will study various models of community engagement and apply theoretical work to their field-based research. For final projects, students will direct short, creative-based projects in collaboration with Middletown community members to be presented as part of the Riverfront Encounter.

Offering: **Host**Grading: **A-F**Credits: **1.25**Gen Ed Area: **HA-ENVS**Identical With: **DANC376**Prereq: **None****ENVS377 Perspectives in Dance as Culture: What the Body Knows--Social Change and Revolution**

In this project-based class we will study the work of movement artists who directly address and engender social change. We will engage in methods of physical practice that focus on contemplation, transformation, physical re-orientation and social engagement. Requirements will include regular studio practice, and the development of a personal practice and personal manifesto. The final project will consist of a semester-long research project on a topic that can be characterized as a disruption or disaster. The research project will culminate in a persuasive position paper and a performative or otherwise organized social action (performance, site-specific work, installation, demonstration, or community action).

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC377, ANTH325**

Prereq: **None**

ENVS387 History of the End

How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST387, SISP387**

Prereq: **None**

ENVS391 Senior Colloquium: Environmental Studies

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will speak for up to 10 minutes about the topic and strategies for their senior project. Faculty and the seniors can provide insights, references, research resources, or advice. Mentors from the primary department or programs will also be invited.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

ENVS392 Senior Colloquium: Environmental Studies

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will make half-hour presentations on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and ENVS advisors will be especially invited, as well as all ENVS majors. Two weeks prior to their presentation, students will distribute several critical published works (e.g., articles, essays) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

ENVS399 History and Geography

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST399, CEAS214, SISP399**

Prereq: **None**

ENVS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENVS402 Individual Tutorial, Undergrad

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENVS403 Senior Essay: Environmental Studies

All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader to evaluate the written work.

Offering: **Host**

Grading: **OPT**

ENVS404 Senior Essay: Environmental Studies

All ENVS majors are required to complete a senior capstone project in a form that is approved by their primary major with a topic that is approved by the student's ENVS advisor. In the event that the student cannot find a mentor for their capstone project, the student may complete a special written research project to meet the research requirement. The topic must be approved by the ENVS advisor and progress must be reported to both the ENVS advisor and the Program Director during the fall semester. The written project is a senior essay, using primary sources and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the ENVS Program Director to find a suitable reader or to evaluate the written work.

Offering: **Host**

Grading: **OPT**

ENVS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ENVS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ENVS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENVS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ENVS419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ENVS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ENVS440 Painting II: The Shifting Landscapes of the Mind, Nature, and History

Since the beginning of time, people have created art to document events in nature and society and to convey ideas and emotions as they responded to

shifting conditions in the world—be they man-made or natural. Before written language, visual expressions of morality, concepts of the future, and abstract thought in the sciences and religion were represented in painting. Whenever dramatic shifts were experienced in society, painting documented them and commented on them. In this class, the skills and knowledge gained in ARST239 will serve as the foundation upon which students will be challenged to become technically proficient while they explore the topic of shifting landscapes or the shifting viewpoints of the mind, history, and nature. The themes, prompts, and concerns addressed in this course will allow for any formal, conceptual, or stylistic form of expression to resolve them—each student will be working differently. The goal of this class is for students to become fluent with the medium and make aesthetic choices that can best convey their ideas about and responses to each prompt. Lectures and meaningful class discussions will provide information and feedback about historical and contemporary issues and the plans for work. Individual and group critiques as well as museum and gallery trips will complement class work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST340**

Prereq: **(ARST131 AND ARST239)**

ENVS467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ENVS469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

ENVS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ENVS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FEMINIST, GENDER, AND SEXUALITY STUDIES (FGSS)

FGSS118 Reproduction in the 21st Century

This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL118, PHIL118, SISP118**

Prereq: **None**

FGSS123 Love, Sex, and Marriage in Renaissance Europe

This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST123, COL123, MDST125**

Prereq: **None**

FGSS148 Biology of Women

This course will cover a range of topics relating to the biology of women, including sex determination, the X chromosome, menstruation and menopause, assisted reproductive technologies, gender differences in brain function, and aging.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL148**

Prereq: **None**

FGSS167 Women and Women First: The Theater of Gender and Sexuality

Exploring theater and other performance "sites" as resources for critical and creative worldmaking, this writing-intensive FYS will provide an introduction to feminist and queer performance. We will analyze the representation of women on stage, examine different ways in which people "do" gender and sexual identity in daily life, and articulate different strategies artists use to convey feminist or queer messages to their audiences. Over the course of the semester, students will be expected to produce 20 pages of critical writing (three short performance reviews and one 10-page research paper), perform staged readings, and workshop their writing. Whenever possible, we will pair performance studies texts alongside plays, performance art pieces, and other scenes of visual

and cultural production. Selected playwrights, theorists, and performers may include Sue-Ellen Case, Cherrie Moraga, Judith Butler, Karen Finley, C. Carr, Nao Bustamante, José Muñoz, Ana Mendieta, Sharon Hayes, RuPaul, Jennie Livingston, Eileen Myles, Larry Kramer, Susan Sontag, Todd Haynes, Carrie Brownstein/Fred Armisen, and Carmelita Tropicana.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA167**

Prereq: **None**

FGSS175 Staging America: Modern American Drama

Can modern American drama--as cultural analysis--teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175, AMST125, COL125, AFAM152, THEA172**

Prereq: **None**

FGSS200 Sex/Gender in Critical Perspective (FGSS Gateway)

Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS201 Junior Colloquium: Critical Queer Studies

This junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although "queer" is a contested term, it describes--at least potentially--sexualities and genders that fall outside normative constellations.

However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many argue that today, "queer" has lost its political charge. This course, a reading-intensive seminar, will give you the opportunity to explore this history and these debates. We will start with some of the foundational works in queer theory and then move to tensions and unlikely correspondences between queer theory and critical race theory, trans studies, queer anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular or bounded school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking, What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory might be put.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST201**

Prereq: **None**

FGSS204 Latina Historical Narratives (FGSS Gateway)

In this course, we will engage the historical experiences of Latinas through a range of historical and literary narratives. Using a comparative approach as well as exploring issues of race, class, gender, and sexuality, this course will address a number of themes relevant to the lived experiences of these women, including migration, labor, education, cultural negotiations, and transnational family and economic relations. We will consider questions such as: How does migration impact the cultural and gendered understandings of themselves as Latina women? How do Latinas (re)imagine the histories of Mexican-Americans, Puerto Ricans, Cuban-Americans, and transnational Dominicans in the U.S.? How do Latinas challenge definitions of womanhood in their literary and historical narratives?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS205 #Sayhername: Intersectionality and Feminist Activism (FGSS Gateway)

The hashtag #sayhername has been used throughout social media in the past few years to bring awareness to the ways in which African American women and other women of color have been both targeted and silenced by racialized and sexualized violence. This course aims to provide a broader historical and cultural context to this movement by "saying the names" of the many women of color who have organized feminist intersectional movements against racism and patriarchy. We will explore the ways African American, Latina, Asian American, and Native American women have challenged patriarchy within and outside of their own communities through both overtly feminist organizations and within movements for racial and class justice such as labor and cultural nationalist movements. Finally, we will look at contemporary expressions of feminist activism by women of color that problematize definitions of feminism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS206 Introduction to African American Women's History

This course offers a solid foundation in the history of black women in the United States, from the 17th-century beginnings of North American slavery to the present. Using a broad range of primary and secondary sources, from writings by and about enslaved women to films and documentaries, we will examine

the experiences, voices, and contributions of everyday black women as well as famous figures in African American women's history. Major questions of the course will include how black women forged political and social movements that transformed the United States, even as they faced the constraints of slavery, segregation, and gender-based exclusion. Students will practice reading, thinking, speaking, and writing critically about a range of historical sources and questions, with an aim of understanding how race, gender, class, legal status, and sexuality have intersected to shape the lives of African American women throughout U.S. history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM206**

Prereq: **None**

FGSS209 Feminist Theories

How does "feminist" (a political commitment) modify "theory" (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question, What is to be done? will oversee our work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS210 Ethics of Embodiment (FGSS Gateway)

Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair--all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **ENGL211, AMST281**

Prereq: **None**

FGSS214 Women, Animals, and Nature

This course will focus on the gendered aspects of human relations with the rest of the natural world. We will explore ecofeminist analyses and challenge popular views about women's special relation to nature. This course will also provide the analytical tools necessary to understand and analyze the roles that actual women (modified by race, class, and sexuality) play in reconceptualizing and reshaping relationships to other animals and the more-than-human world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **PHIL216, ENVS214**

Prereq: **None**

FGSS215 Buddhism and the Body: Desire, Disgust, and Transcendence

This is a course about the body and the various ways that Buddhists have constructed, disciplined, despised, and venerated the human body. We will explore the Buddhist body in its various incarnations: the disciplined monastic body of monks and nuns, the hyper-masculine body of the Buddha, the sacred corpses of saints, the body given away in sacrifice, the body as marker of virtue

and vice, the sexual body, the body transformed in ritual, and the body as understood in Buddhist medicine. Careful attention to ancient and modern Buddhist writing should enrich our understanding of what it means to inhabit a human body.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI214**

Prereq: **None**

FGSS217 Key Issues in Black Feminism (FGSS Gateway)

This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and '90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions--feminist interrogations on the borders anthropology, art, and activism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **ANTH201**

Prereq: **None**

FGSS218 Introduction to Queer Studies

This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by "queer studies"? How do institutions--religious, legal, and scientific--shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification--race, ethnicity, and class--affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST218**

Prereq: **None**

FGSS219 From the Goddess to the Feminist: Women in Chinese Literature and Visual Culture

This course examines representations of women in Chinese literature, painting, and music. It is organized around several Chinese cultural tropes of women and their historical contexts: from the goddess, the court lady, the literary gentry woman, the courtesan, and the female knight-errant in premodern Chinese culture, to the modern "new woman" and feminist. It also explores major themes associated with women in Chinese literature and culture: the relationship between gender and political power, self and society, individual and tradition, humans and the numinous realm. Tropes that persist through different periods will be used to chart changes in literary history. Students are encouraged

to think about how these feminine tropes are formed in literary and pictorial conventions, as well as how they are reinvented over time. Whenever feasible, we will juxtapose representations of the same subjects by Chinese writers and writers from other traditions to think about the significance of the ways women are represented in different cultural traditions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS209**

Prereq: **None**

FGSS221 Slavery and the Literary Imagination

Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable? The works and writers examined in this course will prompt students to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood. Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnut, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillis Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the "Boston Weekly Newsletter," "The Connecticut Journal," "The Liberator," and "North Star."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM222, ENGL222**

Prereq: **None**

FGSS222 The Anthropology of Social Movements

Intentional efforts to shape society are always in a process of becoming. In this course, we examine how social movement actors disrupt dominant cultural scripts and forms of dualistic thinking that block our collective recognition of the fundamental interconnectedness of all aspects of social life. First, we will survey a range of social theories that propose ways to rethink the binaries that structure social life--such as mind/body, theory/practice, feeling/thinking. Then we will consider a series of ethnographic cases in the contemporary period to identify the similarities and differences between them. The methods of inquiry in this course seek to replicate the challenges of seeing theory and practice as interlocking processes. As such, students will work in affinity groups all semester to design and execute an action at Wesleyan or in the Middletown area that addresses a social issue they are passionate about. This capstone project will be based on scholarly research and thoughtful, collaborative practice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH226, AMST118**

Prereq: **None**

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange

Sex and money--intimacy and economy--are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these

spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts across the Americas. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. We will be centrally concerned with the relationship between economic, cultural, and political formations and with the differences race, ethnicity, nation, class, gender, and sexuality make. Throughout, we will ask, How do practices and bodies accrue value? When are intimacies--sexual and social--commoditized? How have transnational flows complicated relationships between sex and money? How do these intersections constrain and/or empower people? And, finally, who benefits from such arrangements, and who does not?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH203, AMST228**

Prereq: **None**

FGSS224 Mystics and Militants: Medieval Women Writers

In this class we will read a wide range of works written by European women between ca. 1100--1400, including courtly, religious, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical experience, heresy, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL232, MDST238**

Prereq: **None**

FGSS226 Japanese Horror Fiction and Film

This course, taught in English, introduces students to seminal works of Japanese horror fiction and film, including canonical novels/short stories and popular manga. Students will learn various theoretical approaches for understanding the mode of horror: psychoanalysis, cultural studies, feminist studies, and deconstruction. By examining these approaches, students will gain the key theoretical vocabulary for analyzing horror and will also be asked to consider questions such as, What makes Japanese horror distinct, if at all? What are the applications and the limitations of Western (horror) theory in analyzing Japanese horror? Is horror ideological and political, or is it an aesthetic/style? This course is part of the Social, Cultural, and Critical Theory Certificate Program.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS202**

Prereq: **None**

FGSS227 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa

The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender

and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST226**

Prereq: **None**

FGSS228 Women and Literature in France, 1945--2002: A Complete Revolution?

This course investigates the writings of women in France since the publication of Simone de Beauvoir's *LE DEUXIEME SEXE* in 1949. Through a study of novels and other texts by women writers such as Beauvoir, Mansour, Duras, Cardinal, and Redonnet, we will explore the role of politics, psychoanalysis, and the question of memory in women's writing, as well as the themes of maternity, sexuality, and the relationship between the public and the private. In a more sociological perspective, we will also determine the influence of feminism on literature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN328**

Prereq: **None**

FGSS229 The Psychology of Women

This course reviews the constellation of psychological theories about women. Topics to be covered include personality, development, physiology, intellect, achievement, and social roles. Studies of gender are reviewed and assessed with consideration of the impact of history, politics, culture, and research practices. The forms and possibilities of feminist science are explored.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC270**

Prereq: **PSYC105**

FGSS231 The Family

This course explores issues in contemporary U.S. family life, as illuminated by historical experience. Guiding questions include, What different forms do family arrangements take? How and on what basis are families produced? How are gender, racial, ethnic, and class differences reflected in and produced by family life? What is and what should be the relationship between family and state, as expressed in law and public policy (e.g., divorce, welfare, and access to legal marriage)?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC228**

Prereq: **SOC151**

FGSS235 Economies of Death, Geographies of Care

Living, dying, and care work are processes often governed by economic logics that render some lives killable and others grievable in global regimes of power. This course explores how theoretical frameworks of "economies of death" and "geographies of care" can help to illuminate how human and nonhuman lives, deaths, and systems of care are intertwined with economic logics. Whose lives are privileged over others and with what consequences? How are certain bodies made killable and others grievable? How do we understand and face care processes of death and dying, and how are these processes often geographically determined? How do we live and die well, give and receive care, and who has this privilege? This class interrogates these and other questions related to how we live and die with others in a multispecies world. With attention to race, gender, species, and other sites of perceived difference, students will gain a nuanced understanding of core themes related to fundamental processes of living, dying, and caring labor. This course asks students to theorize economies of death and geographies of care to understand the deeply political nature of life and death as differential moments on a continuum of being. We focus on key questions related to an affirmative politics of life--in other words, how we should live, how we care and for whom, and how we might foster nonviolent interpersonal life-affirming encounters. Students can expect to explore pressing contemporary issues such as mass incarceration and "social death"; climate change; valuing and commodifying life; breeding and raising nonhuman animals for food; plant consciousness; end-of-life care and euthanasia; and the role of marginalized bodies in biomedical research. The course will be primarily discussion-based.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **SISP235**

Prereq: **None**

FGSS237 Histories of Modern U.S. Gender and Sexuality

This course will explore constructions of U.S. gender and sexuality from the late 19th century to the present. We will consider ideologies of gender and sexuality as social, political, economic, and biomedical systems, as well as lived, material realities. Particular attention will be paid to intersectional politics, by interrogating how categories such as race, class, disability, and national identity operate in relation to gender and sexual politics. Topics covered will include: the scientific "invention" of hetero- and homosexuality; anti-miscegenation law; gender-based immigration regulations; ideas of normative domesticity and kinship; labor patterns and gender-based disparities; gender- and sexuality-based rights' movements, including first, second, and third wave feminisms and LGBTQIA liberation; and reproductive technologies and rights.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST237**

Prereq: **None**

FGSS238 Witnessing Animal Others: Mourning, Haunting, and the Politics of Animal (After) Lives

Witnessing, mourning, and haunting are frameworks that make political the lives and deaths of human and nonhuman others. Bringing these frameworks into conversation, this course will explore the following questions: What does witnessing and grieving animal lives and deaths show us about economic logics, racialization, and species hierarchies that form the foundation of contemporary social relations? How does the emotional become political in these contexts? What are the limits and possibilities of witnessing and mourning as political acts? How is witnessing distinct from spectatorship or voyeurism? What power dynamics exist in witnessing? What do different rituals or practices of mourning say about the mourner and the subject being mourned? What

further action does witnessing or mourning provoke or demand? How do conceptualizations of haunting help to theorize and inform political practices of witnessing and mourning? Central to these questions is a consideration of the way histories track forward and haunt the present--how racialized, gendered, and anthropocentric histories shape contemporary social and economic relations. The course will use these theoretical frames to explore a series of empirical examples, such as: What does it mean to witness and mourn the settler-colonial histories that haunt the present in daily practices of ranching and farming animals for food? How are settler-colonial histories implicated in the phenomenon of animals killed on roads (innocuously termed roadkill) through the development of the U.S. railroad and interstate highway system and through land use change and habitat destruction? What does witnessing the captive animal in the zoo tell us about the imperialist histories of the zoo where humans and animals have been exhibited? What does witnessing or mourning do for the ghostly specters of "spent" dairy cows (lively-yet-soon-to-be-dead commodities) moving through the farmed animal auction yard and for their commodity afterlives born through slaughter and rendering? How does art act as a form of witnessing, for instance, through photographers such as Chris Jordan documenting the afterlives of plastic in the bellies of albatrosses on Midway Island? Throughout the semester, we will use art, fiction, poetry, and memoir to explore these concepts of witnessing, mourning, and haunting in the context of animal lives and deaths. The course will be heavily discussion-based.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **SISP238**

Prereq: **None**

FGSS239 Animal Theories/Human Fictions

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewall, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL238, ENGL252**

Prereq: **None**

FGSS240 The Gendering of Music in Cross-Cultural Perspective

This course presents a critical examination of issues explored and debated in recent studies of gender, power, identity, and music from diversified music traditions, including the Western art music, popular music, and the world musics. Drawing upon the interdisciplinary discourse on theories of feminism and gender, as well as the new gay and lesbian musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC291**

Prereq: **None**

FGSS242 Queer Theory/Queer Politics

This course will explore the social construction of sexuality within the U.S. and the emergence of heterosexuality and homosexuality as sites of identity, belonging, and conflict. In the first section of the course, we will contextualize heterosexuality, homosexuality, and queer identities within the theoretical paradigms of social construction, feminist thought, intersectionality, and queer theory. We will begin to consider the relationship of sexuality to other categories of identity. The readings will help us to think about queer identities in relationship to social, cultural, and geographic arenas across space and time. The second part of the course will look more directly at the insights of queer theory and critiques of identity as a category for understanding experience and engaging in politics. Queer theory will be analyzed beside social movement literature. In this section, we will continue to concentrate on how sexuality relates to and is dependent on racial and gendered constructions and dynamics of power. In the last section of the course, using the historical and theoretical knowledge covered so far, we will question what/who exactly is a queer subject and what can be considered LGBTQ issues and politics. In this section, we will seek to expand an understanding of queer politics and LGBTQ studies to incorporate questions of social justice that include sexuality but aren't limited to it alone. As a whole, this class will address contemporary understandings of LGBTQ studies and politics from both an intersectional and social justice framework to examine ideas of identity, political rights, and changing notions of community.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC243**

Prereq: **None**

FGSS243 Television: The Domestic Medium

Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH244, AMST253, FILM349**

Prereq: **None**

FGSS244 Feminist and Queer Theories of Social Reproduction

This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on

the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC244**

Prereq: **SOC151**

FGSS245 Intersectionality and Its Discontents

This course will serve as an introduction to the concept of intersectionality as a mode of theory, method, and political practice that emerged out of women of color (particularly black feminist) scholarship and activism. We will examine its origins as a theoretical framework within critical legal studies and critical race theory and how this framework traveled to, and is used within, sociology and other disciplines. In examining its theoretical use, we will also investigate intersectionality as a methodological practice, as well as the ways in which it has been used to analyze and understand multiple forms of interlocking oppressions and identities, including class, sexual identity, and disability, as well as race and gender. This course will also address critiques of intersectionality that have emerged within and outside of feminist theory. Throughout the course, we will pay special attention to the sociopolitical climates in which intersectionality emerged, as well as its current usage in social media, popular culture, and grass-roots activism. In this vein, we will be able to ground our discussions of intersectionality within debates around social change/mobility, activism, and social movements both past and present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC245**

Prereq: **SOC151**

FGSS246 Women Behaving Badly -Policing Race, Gender, and Deviance in History

This course focuses on "women behaving badly" in the late 19th and early 20th centuries in America. Students will explore the histories of female murderers and criminals as well as examine the experiences of women who transgressed racial, gendered, and sexual mores. Ultimately, we will investigate the tension between accepted social norms and the struggle for female autonomy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM244**

Prereq: **None**

FGSS247 Major Themes in Black Feminism

This course will explore critical issues and debates in black feminism from early feminist works to more contemporary writers and theorists. Fundamentally, the course will help students critically analyze feminist texts, paying attention to the ways that black feminism challenges and reflects mainstream social and political hierarchies. This course will also draw upon a range of texts including art, literature, poetry, film and music.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM245**

Prereq: **None**

FGSS255 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex

This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC256**

Prereq: **SOC151**

FGSS256 Social Movements

How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC246, AMST246**

Prereq: **SOC151**

FGSS264 Women and Buddhism

This seminar will seek to investigate the complex and changing status of women in relationship to Buddhist doctrine and practice. Using Buddhist texts that present traditional views of women as well as a variety of contemporary materials that reveal aspects of the lives of Buddhist women in ancient and contemporary times, we will attempt to understand the values and concerns that drive, restrain, and/or empower such women.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI350, CEAS350**

Prereq: **[RELI242 or CEAS242] OR RELI151**

FGSS265 American Labor History from 1776 to Recent Times

"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times?

These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST266, AMST265**

Prereq: **None**

FGSS266 Future Visions: Temporality and the Politics of Change

What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders? We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia--alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse. Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's *Dictee*, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*, an experimental ethnography of environmental disaster and its aftermath; and Octavia E. Butler's *Kindred*, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST266, ENGL265, ANTH205**

Prereq: **None**

FGSS267 Revolution Girl-Style Now: Queer and Feminist Performance Strategies

Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer" and "feminist," we will pair theoretical readings with theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, *Bikini Kill*, *boychild*, Lucy Lippard, Laurie Weeks, and Dean Spade.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA267, AMST276**

Prereq: **None**

FGSS269 Gender and History (FGSS Gateway)

What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book *MALE DAUGHTERS, FEMALE HUSBANDS: GENDER AND SEX IN AN AFRICAN SOCIETY* (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST291, COL323**

Prereq: **None**

FGSS276 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA266, AFAM266, ENGL263, AMST262**

Prereq: **None**

FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)

This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL277**

Prereq: **None**

FGSS279 Goddesses and Heroines: Images of Women in the Art of China and Taiwan

This course examines the history of visual representations of women in China and Taiwan from the 12th to the early 20th century. During this period, images of women increasingly appeared in the art of China and Taiwan as guardians and advocates for the weak and the suffering, as well as political or moral allegories. These mythical and legendary figures, such as Guanyin, Mazu, and Nie Xiaoqian, empowered both women and men who were in poverty, peril, or despair. Their heroic and divine images combine traits of feminine qualities highlighted in a male-chauvinistic tradition and symbols of a mega-being beyond any gender-specific definition. By tracing the formation and transformation of images of women in the art of China and Taiwan, this course will explore three themes: (1) the development of female cults in the visual cultures of China and Taiwan; (2) the relationship of feminine representation, human morality, and divine power in Chinese and Taiwanese societies; and (3) the negotiation of political and cultural identities in these societies through the appropriation of female images. The goal of this course is to offer students contextualized knowledge about women's roles in the arts and visual cultures of China and Taiwan.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA278, CEAS167**

Prereq: **None**

FGSS281 Gender and Sexuality in Ancient Greek Culture

In this course we will examine the construction of gender roles in ancient Greece and approach gender as an organizing principle of private and public life in ancient Greek society. Using literary, scientific, historical, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties, the law court, and the theater. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course. We will end by looking at how ideas about sexuality in classical antiquity were used in *ROMER V. EVANS*, otherwise known as the 1993 Colorado Gay Rights Case.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS, HA-CLAS**

Identical With: **CCIV281**

Prereq: **None**

FGSS286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice

This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism--queer left, black radical, trans, immigration, prison abolition, and sex work--in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making in and outside the so-called "ivory tower," explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of

social justice movements, campus activisms, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization--past or present--of their choice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST286, ANTH286**

Prereq: **None**

FGSS288 Gender and Sexuality in Chinese Narrative

This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China. All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS278**

Prereq: **None**

FGSS290 Pantheologies: Animal, Vegetable, Mineral, World

Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of Western philosophers and theologians who have considered "matter" to be lifeless, dark, and feminine, which is to say as different as possible from "God." This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class--before turning to contemporary constructive pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, antiracist, and ecological stakes of these theories? Properly conceived, what is pantheism, and is it ultimately distinguishable from atheism?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI290**

Prereq: **None**

FGSS293 Pleasure and Power: The Sociology of Sexuality

This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC293**

Prereq: **SOC151**

FGSS294 Politics of the Body

This course explores the operations of power on and in the body, drawing on the interdisciplinary fields of queer, disability, and transgender studies. We will examine the ways bodies are marked as deviant, abnormal, and/or pathological, considering where processes of sexed, raced, gendered, and able-bodied normalization intersect and where they diverge. Case studies will range from turn-of-the-century sexuality to the modern freak show, the politics of passing, the science of homosexuality, the pleasures of trans and queer embodiment, the contemporary biopolitics of AIDS, eugenics, and U.S. citizenship. Readings include theoretical, historical, and ethnographic approaches to power, difference, and the body. We will also read several memoirs to help us ground the body politics of life lived in the intersections of queer, trans, and disability.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST293**

Prereq: **None**

FGSS295 Queer Opera

Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC294**

Prereq: **None**

FGSS300 Medieval Gender and Sexuality

When most people think of the Middle Ages, they may envision an era of pious sexual repression and strict gender norms. Over the past few decades, however, scholars of medieval history have begun to uncover both the colorful variation and unexpected complexity of medieval sex and gender, revealing a world at once deeply familiar and profoundly strange. By exploring everything from the idea of Jesus as a nursing mother to transvestite heroines like Joan of Arc, and from private rumors of sodomy to publicly licensed prostitution, scholars have begun to reconstruct the powerful systems of gender and sexuality that governed the lives of both ordinary and famous people. This research seminar will examine some of their findings, while considering the broader utility of gender and sexuality as categories of historical and social analysis.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST300, MDST300**

Prereq: **None**

FGSS302 Critical Perspectives on the State

This course builds on Marxist, poststructuralist, feminist, anarchist, and cultural analyses to take a critical approach to the state--what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **ANTH302**

Prereq: **None**

FGSS303 Reproductive Politics and the Family in Africa

This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced political practices and ideologies and, in turn, changed conceptions of motherhood, fatherhood, and the family.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST302**

Prereq: **None**

FGSS304 Negotiating Gender in the Maghreb

Since 1989, the fractious debate over a Muslim woman's right to wear a veil in France (from the short hijab to the all covering niqab) has focused attention on the relationship between secularism and religion in the French public sphere. Less discussed, but perhaps even more significant, is the question of gender and Islam. This class will contextualize the question of Islam and gender in the Maghreb, the Muslim region most linked (historically, geographically, and demographically) to France. Using religious, literary, historical, and sociological sources, the first part of the course will focus on gender in the early days of Islam, charting the evolution of gender issues before and during the era of French colonialism in the Maghreb. The second part of the course will focus on women's issues in the contemporary Maghreb, from independence to the recent Arab revolutions, as represented through literature, film, and various news media from or about the region. Class participation, papers, and most readings will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN303, COL304**

Prereq: **None**

FGSS306 Historicizing Latina/os

Together we will engage the historical experiences of Latina/os in the United States: colonizations, migrations, World War II, labor organizing, responses to "Americanizations," Latina/o civil rights movements, feminist and LGBT critiques, and cultural and aesthetic productions. Focusing on Mexicans, Cubans, Puerto Ricans, and Dominicans, and on matters of gender, race, and sexual orientation, we will consider questions such as: What global economic and political forces have shaped Latina/o populations? Where and how have various Latina/o groups settled and how have they been received? How have Latina/os contributed economically, politically, and culturally to the United States?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST306**

Prereq: **None**

FGSS307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

This course focuses on questions of "mobility"--cultural, social, and political--as embodied in two major cultural forms of South Asia, namely "classical" dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of "flows of culture" at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years. The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC307, ANTH306**

Prereq: **None**

FGSS309 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI379, AMST379**

Prereq: **None**

FGSS310 Remaking Bodies, Rethinking Social Movements

This course examines bodily modifications/transitions/transformations and how these processes of remaking bodies profoundly impact on social movements of the past decades, be they feminist, antiracist, gay, lesbian, bisexual and queer, trans, intersex, disability, and fat movements, to name some. The bodily transformations covered in this course are very diverse, from more normalized ones, such as tattoos, piercings, and cosmetic surgeries, to more uncommon and/or "extreme" ones, like gastric bypass surgeries, sex reassignment surgeries, ethnic surgeries, voluntary acquisition of a disability (blindness, paraplegia, amputation) and of HIV (called "bug chasing"). This course provides an overview of the key concepts, theories, and debates in a variety of fields of studies that look at these bodily transformations and how they sometimes cause rifts, fraught discussions, and divisions among social movements and how they sometimes

help to create solidarities and alliances between marginalized groups. It also explores these bodily transformations through intersectional analyses that show how they are intertwined with other components such as sex, gender identity, sexuality, class, race, (dis)ability, language, and so on. Topics will include identity and bodily transformations, the normative body, the social and cultural representations of nonnormative bodies and modified bodies, the medicalization and pathologization of different bodies, and power relations between social movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS313 Funny, You Don't Look Jewish: Race, Gender, Sexuality, and Judaism

This course will give advanced students the opportunity to engage deeply with critical current issues in Judaism, including race, gender, and sexuality. In both the U.S. and Israel, issues of Jewish whiteness (or not), straightness (or not), and maleness (or not) dominate conversations about the direction Judaism will take in the 21st century and how Judaism can remain relevant in an increasingly globalized and secularized world. Students in this course will read contemporary scholarship on those who have been traditionally pushed to the margins of Judaism and will be asked to wade into murky ethical waters as they think about the power of naming and who has the authority to determine "in" and "out."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI308, CJST308**

Prereq: **None**

FGSS315 Entertaining Social Change

How has the systemic critique of social contradictions been popularized in modern times? We will consider the diverse strategies that artists, songwriters/performers, radical historians (working with cartoonists), and moviemakers have developed to entertain Americans--teach them, fascinate them, move them, persuade them, provoke them, make them laugh--so that Americans will be more inclined to entertain social critique. We will explore the popularizing (and the selling) of social critique in several genres: art (Barbara Kruger); graphic history (Howard Zinn, Paul Buhle); songs/song lyrics (Woody Guthrie/protest folksingers); folk-rockstars such as Crosby, Stills, Nash, and Young, Jackson Browne, Ani DiFranco, and Father John Misty; the political development of hip-hop (Gil Scott-Heron, NWA); politically edgy comedy (Lenny Bruce, Jon Stewart, Stephen Colbert); and movies (Malcolm X, Straight Outta Compton, No, Network, Where to Invade Next, Matewan, Wall Street, The Big Short).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST315, ENGL309, CHUM334**

Prereq: **None**

FGSS317 One Night Only: Performance and Technology in the American Avant-Garde

Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media, on the other hand, is thought of as fixed, repeatable, and unchanging. In this course we will ask: What does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized, and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemera, performance, and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and

performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogues. Texts and artistic sites will include Reza Abdoh, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA317, AMST277**

Prereq: **None**

FGSS318 Seminar in Eating Disorders

This advanced seminar will explore contemporary psychological theories and multidisciplinary empirical research of anorexia nervosa, bulimia nervosa, and binge eating disorder. Using eating disorders as an example, we will study how culture, familial factors, and personal vulnerability contribute to risk for psychiatric disorders.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC350**

Prereq: **None**

FGSS319 Modern Intellectual History in Global Perspectives

Recently, postcolonial critics have urged historians to reconsider the emergence of ideas central to European intellectual history—including reason, society, and human rights—as part of a global process. In this course, we will explore intellectual history in dialogue with the non-West. Topics include the Enlightenment, romanticism, nationalism, modernity, and postmodernity. Discussions will address how these movements took shape through a series of cross-cultural exchanges and exclusions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM320, COL320**

Prereq: **None**

FGSS320 Staging Race in Early Modern England

This course aims to historicize the representation and staging of race in early modern England. We will examine the emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and cultural identity. Readings will focus in particular on three racialized groups: Moors, Jews, and Native American "Indians." We will first read the play-texts in relation to the historical contexts in which they were produced (using both primary and secondary sources) and then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL280**

Prereq: **None**

FGSS321 BioFeminisms: Science, Matter, and Agency

This course rethinks feminism's relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other

fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include "new materialists" alongside other works on the "new biology" and the "new sciences," and we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, and Elizabeth Wilson, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **SISP321**

Prereq: **None**

FGSS323 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *COLOR STRUCK* and August Wilson's 2006 play *GEM OF THE OCEAN* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL385, THEA323, AFAM323, AMST299**

Prereq: **None**

FGSS324 Interpreting the "New World": France and the Early Modern Americas

The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN324, COL324**

Prereq: **None**

FGSS325 Sociology of Medicine, Health, and Illness

This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neomaterialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context and will pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of impairments as well as trends in psychiatry; and we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contribute to understanding these.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **SOC325, SISP325**

Prereq: **None**

FGSS326 Queer Times: Poetics and Politics of Temporality

This course will explore relationships among textuality, sexuality, and temporality by analyzing a range of literary, visual, and theoretical works from the early 20th century to the present day, including iconic modernist texts and contemporary queer literary, visual, activist, and theoretical production, including works responding to the AIDS epidemic.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL378**

Prereq: **None**

FGSS328 The Immigrant City in the United States, 1880--1924

The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. The connections between mass immigration and the emergence of mass entertainment will be explored with special attention to the film industry and amusement parks such as Coney Island. Paintings, photographs, architecture, and film will supplement written sources.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST328, HIST328**

Prereq: **None**

FGSS329 Waiting: Bodies, Time, Necropolitics

This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understand waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edelman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM328, SISP328**

Prereq: **None**

FGSS330 Race, Science, Gender, and Species

What does it mean to be human or animal? How are these socially constructed lines drawn, redrawn, enforced, and contested? How are categorizations and contestations surrounding humanity and animality a concern for feminist scholars? How does critical theory help us to understand the (at times) uneasy intersections--or "dangerous crossings," as Claire Jean Kim calls them--where race, species, gender, and theories of science intersect to formulate ideas about humanity and animality? What theoretical and practical possibilities arise from exploring these overlapping taxonomies of power? This course explores these questions, engaging in an ongoing conversation about how theories of science and law shape ideas about race, gender, and species. We will consider human and animal bodies in science and medicine. We interrogate how the human is a site of political contestation, articulated through colonial and racialized processes that render some lives human/subhuman/nonhuman within hierarchies of power and exclusion. Central to this uneven rendering of what it means to be human is the way law and legal processes criminalize and racialize human beings, and sustain anthropocentrism. Informed by these literatures, we move into exploring the possibilities and limits of posthumanism, with a particular emphasis on work that aims to decolonize posthumanist theory. Within these theoretical frameworks, we move into thinking about the boundaries of the human/animal body; the politics of being and becoming in multispecies worlds; how fraught cultural and political cases where race and species intersect are negotiated; what the "feral" can add to these entanglements of race, species, and gender; the intertwining logics of species, colonialism, and empire; and how different ways of being embodied can inform a politics of multispecies care. We will conclude our work together for the semester with a collectively curated selection of readings, to be determined by our seminar.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **SISP330**

Prereq: **None**

FGSS338 Masculinities

This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC338, SISP338**

Prereq: **PSYC105 OR FGSS209**

FGSS339 Transnational Feminisms

This course will consider feminist theory, practice, and politics through a transnational lens. Using interdisciplinary methods, including historical analysis, cultural theory, queer theory, critical race theory, and postcolonial and diaspora studies, this course will ask students to engage with a range of texts that contribute to our understanding of what feminist thought is and how a feminist politics might function. Moving both chronologically and topically, this course will present feminism--as philosophy, scholarly critique, and political movement--as a process (or a range of processes) of trying to come to terms with forms of cultural power, resource inequality, and modes of institutional oppression. As such, the course will interrogate concepts such as empire, imperialism,

community, and nation. We will think about the ways in which feminism responds to central identifications such as race, ethnicity, sexuality, and gender. Formative class queries will focus on the ethical project(s) of feminism(s), diverse and contradictory understandings of a feminist project, and how feminism might create, react, and respond to global issues of rights and recognition.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST338**

Prereq: **None**

FGSS344 Transgender Theory

This seminar will consider theoretical, political, and social understandings of what has been broadly defined as "transgender" identities. We will begin by interrogating the concept of gender itself, probing the centrality of Judith Butler's theory of gender performativity and questioning modes of gender compulsoriness and inevitability. We will consider the relationship between the study of gender and scholarly disciplines including queer theory and feminist theory as well as American studies. The course will then focus more centrally on transnarratives of self and fights within queer and feminist communities over emerging trans articulations of personhood. Finally, the class will consider the diverse ways in which trans subjects struggle over the meaning(s) of trans narratives and the ways in which political rights and cultural legibility may be accessible or at times nonexistent for transpeople. In understanding transgender theory as a scholarly field, this course will focus on the following questions: What does it mean to be transgender? How can we (or can we?) delineate different modes of trans being (e.g., transsexual identity, genderqueer) in a meaningful way? What does it mean to transform a central tenet of one's core self? Or, does the process of transgender existence consist more of a concretion of the real rather than a transformation of the self? How can trans narratives become legible to social and political articulations of personhood?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST344**

Prereq: **None**

FGSS345 Women's Lib, Women's Lit

The social movement known as second-wave feminism, but often referred to at the time as "Women's Lib," took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women's issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women's political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL344**

Prereq: **None**

FGSS347 Representing Gender in Politics and the Media

This course examines the representation of gender in media coverage of politics. The course begins with political theory literature on the act of representation. What does it mean to represent someone? Political scientists have considered substantive and descriptive representation, among other types. Under what circumstances is one approach preferable for representing gender? How might

these concepts be linked? The course extends these questions to the realm of news media, investigating differences in how female and male politicians are portrayed in the media, how viewers and readers react to these portrayals, and how politicians themselves attempt to craft a gender strategy that will enable their political success. The course examines these issues in cross-national perspective with the goal of understanding how representations of gender vary according to cultural context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM348, GOVT292**

Prereq: **None**

FGSS348 Magic, Sex, and Scholasticism: Tantric Traditions in Asia and Beyond

The word "tantra" conjures many images: ritual feasts on illicit substances, sexual union in the service of religious transformation, alchemical journeys, and explorations of the erotic, the terrifying, and the sublime. But what precisely did tantra look like in practice? Were the worlds of tantra imagined by marginal outcasts? Monastic elites? Or were they just the wild fantasies of Western imperialists? In this course, we will immerse ourselves in the worlds of tantra, through scriptures, ritual manuals, and art. We will read scholarship on tantra to probe the social and philosophical contexts in which tantra thrived. Finally, we will investigate the history of Western encounters with and appropriations of tantra, from Aleister Crowley to Sting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI348**

Prereq: **None**

FGSS350 Historicizing Early Modern Sexualities

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1620). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL349**

Prereq: **None**

FGSS351 Queer of Color Critique

This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions--religious, legal, and scientific--shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each

of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST351**

Prereq: **None**

FGSS360 Special Topics: Writing Lives

In this course, students will read profiles, biographies, and theories of biography. As we analyze these attempts to capture a life and to define the problems and expand the possibilities this form, you will work on your own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom--and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL360**

Prereq: **None**

FGSS371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora

This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL371, THEA371, AFAM371**

Prereq: **None**

FGSS386 Women and Politics

In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT385**

Prereq: **None**

FGSS397 Forbidden Love: From the Middle Ages to the French Revolution

This advanced seminar explores the theme of "forbidden love" in prose fiction, memoirs, poetry, and theater in France from the Middle Ages to the French Revolution. We approach it from three vantage points. The first step will be to establish a theoretical, historical, and conceptual basis for understanding of the forbidden, the taboo, transgression, and subversion. This will enable us to contextualize concepts such as love, desire, sexuality, and "gender." Then we will study the texts themselves, focusing on three main themes: adultery, same-sex relations, and incest. Finally, we will watch film and theatrical adaptations of some of the core texts in the 20th and 21st centuries to understand how and why we appropriate them today. By the end of this course, students will improve their knowledge of a central but often neglected dimension of French literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explore how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provide evidence of competence in critical reading and in the presentation of independent research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN397, COL289**

Prereq: **None**

FGSS398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

This advanced seminar brings together queer theory with cultural anthropology to ask, Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed--some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstracted critique rather than social explication. Yet even as anthropologists problematize queer theory's assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated new questions and approaches in the anthropology of sexuality--just as anthropology's interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies. This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH398, AMST398**

Prereq: **None**

FGSS399 Rereading Gendered Agency: Black Women's Experience of Slavery

Slavery systematically influenced both the production and reproduction of race, class, and gendered identities. Black women's individual and collective response to that peculiar institution and its attempts at dehumanization and destruction highlights the impact of gender, race/color, and class on the making of different yet complex patterns of opposition and resistance. This course considers interdisciplinary research techniques and analytical approaches to unpack various forms of gendered agency. The ultimate aim is to reread black women's experiences of enslavement, particularly as these relate to conscious struggles to carve out a sense of personhood to allow for exploration of creative gender-specific responses to the cultural dynamics of power. This course includes a performance component.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH399**

Prereq: **None**

FGSS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS405 Senior Seminar

This course is a required seminar for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students' research projects, and participants are expected to engage critically, yet generously, with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions on readings relating to their own projects, submit written work on their senior research in stages (project proposal, annotated bibliography, drafts), and do class presentations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

FGSS407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FGSS408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FGSS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FGSS419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

FGSS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

FGSS466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

FGSS469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

FGSS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FGSS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FILM STUDIES (FILM)

FILM104 Documentary Filmmaking: An Introduction to Project Learning

This course is an immersive, hands-on introduction to the documentary film process, in which students will examine the world around them to create compelling stories where real people are the protagonists and the narratives are informed by real life. Through close study and analysis of feature-length and short documentaries, and active research, writing, producing, directing, shooting, sound recording, editing and re-editing, students will rigorously explore the power and possibilities of nonfiction storytelling. The course is a dynamic combination of individual and group production work, in which students will be expected to produce their own exercises, as well as collaborate with their classmates on a short documentary video. Individual and group exercises will focus on the idea of portraiture and how to make effective visual and aural portraits of a place or person. This course is designed to introduce fundamental production concepts and techniques through lectures, projects, and lab experiences. Film production experience is not required, and experience with film-editing software is helpful but not required. Production lessons include discussions of how to build partnerships with documentary subjects, conduct interviews, shoot observational video footage, record sound, and edit digital video. Students will present works in progress in all phases of the creative process and participate in constructive critical discussions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM105 Writing the Moving Image: An Introduction to Crafting Visual Stories

This course is an introduction to the art of writing for film and television. Students will explore the craft of screenwriting in a workshop setting. The class addresses the differences between writing for the page and for the screen, the importance of form and constraint to creative storytelling, the distinctive demands of various media, and the nature of visual narrative. We will approach fundamental concepts and techniques through lectures, discussions, screenings, and analysis of exemplary works. Exercises focus on plot and character in features, short films, and various television formats. Students will complete regular writing assignments culminating in a longer project at the end of the term. Our aim is to write with the image and the audience in mind, to understand essential structures and formats, and to lay the groundwork for future study and work. This is a course for first-year students.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM157 Unfaithful: Relationships Between Film and Literature

This course will explore the inevitable, often productive tension between films and their literary sources. "Faithful" adaptations tend to be those that fail. Using the methods of the new field of adaptation studies, the course will consider cinematic-literary doublings from the beginning of the silent era (*Dracula* and *Nosferatu*) to the present time (Stefan Zweig's fiction and *The Grand Budapest Hotel*). In select cases, the focus will be directed more sharply on social and political motivations for literary adaptations.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **GRST257**

Prereq: **None**

FILM250 Computational Media: Videogame Design and Development

This course examines the interplay of art and science in the development of contemporary video games using "game tool" applications to achieve a variety of purposes. It combines a detailed understanding of computational media, including legal and commercial aspects, with hands-on experience in the creative process. There will be discussions with invited industry leaders in various subject areas. Students will have the opportunity to work as part of development teams and create working prototypes to understand the challenges and rewards of producing video games in a professional context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **NSM-MATH**

Identical With: **CIS250, COMP350**

Prereq: **None**

FILM288 Global Film Auteurs

This course offers a critical introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical and industrial context; to develop our film analysis skills via formal comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion section. Screenings may include films directed by Fernando Eimbcke, Abbas Kiarostami, Krzysztof Kieslowski, Akira Kurosawa, Satyajit Ray, Jean Renoir, Ousmane

Sembène, Céline Sciamma, Seijun Suzuki, Agnès Varda, Luchino Visconti, and Zhang Yimou, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematic. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST301, SPAN301, COL334**

Prereq: **None**

FILM304 History of World Cinema to the 1960s

This class will cover prehistory, early cinema, and the classic cinemas of Russia, Germany, France, Japan, and Hollywood, as well as the documentary and experimental traditions. This course is designed for those wishing to declare the film major as well as a general education class. It is one of several that may be used to gain entry into further work in film studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM305 CFILM: Sophomore Colloquium: Silent Film, the Universal Language of Cinema

This course in historical aesthetics is especially designed for sophomores. It explores the foundations of popular cinema in the silent era. Major filmmakers include Griffith, Keaton, Pudovkin, Lubitsch, Chaplin, Weber, and Vidor. We will look closely at silent film comedy, melodrama, and action. Our work will be based on close viewing of films and attention to the interaction between image and music. Films will be shown with live accompaniment in class, with additional viewing assigned as homework.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 OR FILM307**

FILM307 The Language of Hollywood: Styles, Storytelling, and Technology

This history course explores how fundamental changes in film technology affected popular Hollywood storytelling. We will consider the transition to sound, to color, and to widescreen, and the current "digital revolutions." Each change in technology brought new opportunities and challenges, but the filmmaker's basic task remained the emotional engagement of the viewer through visual means. We will survey major directors and genres from the studio era and point forward to contemporary American cinema. Our aim is to illuminate popular cinema as the intersection of business, technology, and art. Through film history, we will learn about the craft of filmmaking and how tools shape art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM309 Film Noir

This course is an in-depth examination of the period in Hollywood's history in which the American commercial film presented a world where "the streets were dark with something more than night." The course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, and Lewis, using their work to address how films make meaning through the manipulation of cinematic form and narrative structure.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM310 Introduction to Film Analysis

This course introduces students to the analysis of film form and aesthetics using sample films from throughout the history of world cinema. Students will learn how to identify and describe the key formal elements of a film, including narrative structure, narration, cinematography, editing, mise-en-scene, and sound. Emphasis will be placed on discerning the functions of formal elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion section. Students will work closely with writing tutors on each of the four writing assignments (two 2-page and two 6- to eight-page). This course is designed to be a general education class as well as a gateway to further work in film studies and is required for those declaring the film studies major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM311 Israel in Therapy: Society Under the Influence of TV Series

The course deals with the prototypes of the Israeli character as they appear in the original Israeli TV series *In Treatment*, and other Israeli TV series, such as *Florentine* and *A Touch Away*. We will compare the structure and the characters of the series to other dramatic Israeli series, examine the appearance of the characters, and discuss the similarities and differences between the roles they perform. In addition, we will examine the role of television drama series as a tool to define and characterize our societies, and also look over the five characters that appear in the first season of *In Treatment*, define them, and examine the five prototypes of the Israeli character they represent. The instructor is the co-creator and head screenwriter of the original version of the TV series *In Treatment* as well as the Center for Jewish Studies distinguished Visiting Professor.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Identical With: **CJST234**

Prereq: **None**

FILM314 Directorial Style: Classic American Film Comedy

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The class will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality--Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others--covering the silent era through the early 1960s.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **AMST222**

Prereq: **None**

FILM315 Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture

The course is concerned with the ways in which a popular art form like the movies affects and is affected by the ideology of the culture in which it is produced. We will study the processes by which genres arise in movies, how they develop historically, how they register ideological change, and how they break up and recombine. The course will concentrate on Hollywood cinema and its complex engagement with cultural histories of class and identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM319 Television Storytelling: The Conditions of Narrative Complexity

This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH308, AMST316**

Prereq: **None**

FILM320 The New German Cinema

This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **GRST253, GELT253**

Prereq: **None**

FILM322 Alfred Hitchcock

This course presents an in-depth examination of the work of a major formalist from the beginning of his career to the end. Emphasis will be on detailed analysis of the relationship between form and content. Students will examine various films in detail and do their own analyses of the individual films, shot by shot. Comparisons to other major figures such as Otto Preminger and Fritz Lang will be included.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM 307)**

FILM324 Visual Storytelling: The History and Art of Hollywood's Master Storytellers

Co-taught by a film historian and a filmmaker, this class brings two perspectives to four distinctive auteurs: Frank Borzage, Howard Hawks, John Ford, and Vincente Minnelli. Each director uses popular genres to build unique cinematic worlds. Together, their films form the bedrock of a visual language for telling stories, engaging emotion, and shaping perception. Studying four of the studio era's greatest filmmakers reveals the possibilities of narrative cinema and provides models for new creative work. This class makes the craft of Hollywood visible so that students gain access to the tools of cinematic storytelling. The course includes analytical and creative projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM329 Introduction to Global Bollywood

Bollywood (India's Hindi film industry) is today an acknowledged cultural product with a global audience. This course will offer a historical introduction and contextualization to the study of Indian cinema. Bollywood today signifies more than cinema, it is a global culture industry that encompasses everything from dance, music and fashion to food and yoga. The course will examine this massive culture industry and its circulation in the global space as a unique cultural form. The first part of the course will cover the early history of Bollywood and pay close attention to the aesthetics of Bollywood film; what makes this cinema unique? The second part will hone in on the socio-cultural and industrial logic of Bollywood's global presence and circulation by focusing on specific case studies such as the U.S, U.K, Russia, and China. What constitutes the transnational appeal of Bollywood film culture? We will also try to understand this complex term Bollywood by focusing on globalization and its impact on cinematic representations of nation, family, diaspora, religion, gender, relationships and cultural traditions. How did Indian Hindi Cinema morph into Bollywood? Throughout the course we will bring up questions about nationalism and identity fostered through cinema and notions of home and belonging in a globally mobile world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

FILM330 The Art and Business of Contemporary Film

Taught by a leading professional in independent film distribution, acquisition, and marketing, this course explores the contemporary cinema marketplace and its relationship to filmmaking. We will consider the process of defining and finding the potential audience for independent and studio films. The class mixes case studies of production, marketing, and reception with film screenings and analysis. Students will hone their skills of practical analysis: articulating a film's essential appeal, distilling its story, and assessing its artistic and commercial merits. Visiting producers and filmmakers will discuss their work in light of its intended audience and reception. Assignments include written briefs on recent releases and their market profiles, analyses of exemplary independent American films, and a collaborative case-study presentation. This is a master class in the film business taught from the perspective of effective cinematic storytelling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

FILM331 Video Games as/and the Moving Image: Art, Aesthetics, and Design

Video games are a mess. As a relatively new medium available on a range of platforms and in contexts ranging from the living room to the line for the

bathroom, video games make new but confusing contributions to the meaning and possibilities of the moving image. We will work to understand what games are, what they can do, and how successful games do what they do best. Students will complete game design exercises, create rapid prototypes, playtest their games, and iteratively improve their games with play and their players in mind. They will complete analyses of games and game design projects both alone and in groups and participate in studio-style critiques of one another's work. Experience with computer programming is helpful but not essential.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **CIS331**

Prereq: **None**

FILM341 The Cinema of Horror

This course focuses on the history and development of the Horror film, and examines how that genre has been blended with Science Fiction. We will seek to understand the appeal of Horror. One of our guiding questions will be: ¿Why do audiences enjoy a genre that, on the surface, seems so unpleasant?¿ Toward this end, we will take up several distinct theories of how the genre is constructed, defined, and used by producers and viewers. Horror has been a watershed topic for scholars interested in film, and this course gives us the chance to critically engage with important arguments and methodologies in contemporary film studies. The genre has been equally inspiring for filmmakers interested in playing with form to elicit audience reaction. So, we will also be concerned with the aesthetics of horror: how film technique has been developed to terrify viewers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM341**

FILM342 Cinema of Adventure and Action

The action film reached new heights of popular and commercial success during the 1980s and 1990s, but it is a form of cinema with a long history. This course will examine the genre from cultural, technological, aesthetic, and economic perspectives. We will trace the roots of action cinema in slapstick, early cinema, and movie serials over to the historical adventure film, and, finally, to contemporary action movies in both Hollywood and international cinema. We will also cover conventions of narrative structure, character, star persona, and film style, as well as the genre's appeal to audiences and its significance as a cultural form.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307) OR (FILM304 AND FILM310) OR (FILM307 AND FILM310)**

FILM343 The History of the American Film Industry in the Studio Era

This course explores the history of the Hollywood studio system, from the beginnings of cinema through the end of the studio era in the 1950s and 1960s. We will trace the evolution of the production, distribution, and exhibition of films within the changing structure of the industry, paying particular attention to how economic, industrial, and technological changes impacted the form and content of the films themselves. In class discussions, we will explore special topics in film history and historiography, including early exhibition, the star system, censorship and ratings, production control, film criticism, audience reception, and independent production. Screenings include films directed by Alice Guy Blaché, D. W. Griffith, Charlie Chaplin, Raoul Walsh, Ernst Lubitsch, Josef von Sternberg, Edgar G. Ulmer, Max Ophuls, Orson Welles, William Wyler, Preston Sturges, Michael Curtiz, Vincente Minnelli, Abraham Polonsky, Robert Aldrich, Samuel Fuller, Otto Preminger, and others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM310)**

FILM346 Contemporary East Asian Cinema

This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the past 30 years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. The films of Wong Kar-wai, Tsai Ming-liang, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Wang Xiaoshuai, Tian Zhuangzhuang, Johnnie To, Stephen Chiau, Hong Sang-soo, Tsui Hark, Lu Chuan, and others will be featured.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM347 Melodrama and the Woman's Picture

Within film history and criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman's picture have been understood, beginning in Hollywood during the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary world cinema. We will pay particular attention to the issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama. Screenings include films directed by D. W. Griffith, Evgenii Bauer, John Stahl, Frank Borzage, King Vidor, Douglas Sirk, Vincente Minnelli, Max Ophuls, Nicholas Ray, Rainer Werner Fassbinder, Lars von Trier, and Luca Guadagnino, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM348 Postwar American Independent Cinema

What exactly defines an "independent" film or filmmaker? How do independent filmmakers situate themselves in opposition to mainstream filmmaking and/or work in tandem with major studios? How have notions of independence changed over time? This course addresses these and other questions as it examines various models of American independent feature filmmaking in use from the studio era to the present day. We will explore the methods of production, distribution, and exhibition used by independent filmmakers and their range of reliance on the major studios. In addition, we will consider the aesthetic relationship between independent films and mainstream filmmaking, focusing in particular on how independents have used film form and narrative to differentiate their product. Screenings include films directed by Ida Lupino, Sam Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Robert Frank, Morris Engel, John Cassavetes, Shirley Clarke, Andy Warhol, Mike and George Kuchar, Monte Hellman, Robert Altman, Barbara Kopple, Charles Burnett, Steven Soderbergh, the Coen brothers, Richard Linklater, Todd Haynes, Paul Thomas Anderson, Terrence Malick, David Lynch, David Gordon Green, and Kelly Reichardt, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM349 Television: The Domestic Medium

Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers' domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH244, AMST253, FGSS243**

Prereq: **None**

FILM350 Contemporary International Art Cinema

This is an advanced seminar exploring the aesthetics and industry of contemporary international art cinema. The class will address the historical construction of art cinema, its institutional and cultural support structures, and the status of art cinema today. The primary focus of the class will be comparative formal analysis. Featured directors will include Alan Clarke, Steve McQueen, Jim Jarmusch, Gus Van Sant, Theo Angelopoulos, Thomas Vinterberg, Aki Kaurismaki, Luc and Jean-Pierre Dardenne, Corneliu Porumboiu, Cristian Mungiu, Nuri Bilge Ceylan, Moshen Makhmalbaf, Abbas Kiarostami, Jafar Panahi, Jia Zhang-ke, Krzysztof Kieslowski, Pedro Almodovar, Fernando Eimbcke, Agnes Varda, Leos Carax, and Claire Denis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM310)**

FILM352 From Caligari to Hitler: Weimar Cinema in Context

This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including THE CABINET OF DR. CALIGARI, NOSFERATU, and THE LAST LAUGH (Murnau); METROPOLIS and M (Fritz Lang); and THE JOYLESS STREET and PANDORA'S BOX (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: KUHLE WAMPE (with a screenplay by Brecht), Leni Riefenstahl's THE BLUE LIGHT, and Pabst's THREEPENNY OPERA. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's THREEPENNY OPERA and Irmgard Keun's novel THE ARTIFICIAL SILK GIRL.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **GRST252**

Prereq: **None**

FILM355 Newest German (and Austrian) Cinema

This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **GRST255**

Prereq: **None**

FILM360 Philosophy and the Movies: The Past on Film

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **PHIL160, HIST129**

Prereq: **None**

FILM362 Television Storytelling: Consuming Darkness

This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling, on the one hand, and for viewer practices and subjectivities, on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the downbeat tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and sociocultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **CHUM362, ANTH361, AMST362**

Prereq: **None**

FILM366 Elia Kazan's Films and Archives

Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century, and his films are the most sophisticated, personal, and fully developed projects of his body of work. This course serves as an exploration of Kazan's directorial style in the medium of cinema--how he discovers, defines, and experiments with the form as he goes--and his lasting impact on American filmmaking. Screenings will encompass selections from Kazan's perennially celebrated films to his underrated masterpieces, as well as the work of other filmmakers whose movies illuminate the distinctiveness of Kazan's approach.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 FILM307**

FILM367 Frank Capra's Films and Archives

Maybe there really wasn't an America--maybe it was only Frank Capra," said filmmaker John Cassavetes. Frank Capra directed, produced, and wrote some of Hollywood's most celebrated and enduring films of the 20th century. Amid Depression, war, and corruption, he triumphed the optimism, faith, and humor essential to the American spirit. This course explores Capra's unique directorial style in the context of film history and filmmaking practices of the time, studies Capra as an artist and a person, and investigates the individual "stories" of many of his well-known and lesser-known projects. The Wesleyan Cinema Archives are proud to hold Capra's archive that enables us to study Capra and his films using his original production documents, promotional material, correspondence, press clippings, and other curiosities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM310**

FILM368 Using the Moving Image Archive

Media history begins in the archive. Our understanding of the moving image as a medium and an art is founded on and shaped by the work of archivists. This class draws on Wesleyan's nationally recognized Cinema Archive to explore the role of archives in preserving and making accessible our film and television heritage from the silent film era to today's digital productions. In the early 20th century, films were seen as expendable. Archives today are dedicated to preserving moving images of all types, including home movies, art installations, studio films, television, and video games. Topics include preservation ethics, copyright, the challenges of digital preservation, the history of the archives movement, and how archives work. Students will research various types of moving image archives and work on a group project to trace the lifespan of a film from production through distribution and restoration.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM370 The Art of Film Criticism

This course will consider film criticism as a literary genre and an intellectual discipline, with the goal of helping students develop strong writerly voices and aesthetic points of view. Readings will include important critics of the past--including James Agee, Andrew Sarris, Pauline Kael, and Susan Sontag--and examples of criticism as it is currently practiced, with special attention to digital media. Writing assignments will focus on the techniques and challenges of analyzing complex works of art concisely and on deadline.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM381 Martin Scorsese

Scorsese: film historian, preservationist, anthropologist, lover of the Rolling Stones, and, of course, filmmaker. This course is an in-depth study of the narrative themes, genre experimentation, cinematic influences, and formal style of the films of Martin Scorsese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM385 The Documentary Film

This course explores the history, theory, and aesthetics of nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions and genres, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In class discussion and weekly journal entries, we will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined, how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent, what conceptions of truth have guided the work of documentary filmmakers and theorists, documentary as social advocacy, the autobiographical impulse, the use of reflexivity, and the ethics of documentary filmmaking. Screenings will include films directed by Ross McElwee, Marlon Riggs, Trinh T. Minh-ha, Errol Morris, Barbara Kopple, James Longley, Bonnie Sher Klein, Robert Flaherty, Pare Lorentz, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Wiseman, the Maysles brothers, and Michael Moore.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

FILM386 The Long and the Short: Fritz Lang in Berlin and Hollywood

This course will explore films both from Lang's meteoric rise to fame during the Weimar Republic and from his more checkered, but fascinating career in the U.S. where he arrived as an exile in 1934. The focus will be on exploring stylistic and thematic links between the experimental innovations of the German films and his subtle reconfigurations of Hollywood genres. An important part of the course will involve reading Lang's own essays and other writings as well as contemporary reviews and controversial assessments of his place in film history. Films will include: DESTINY, DIE NIBELUNGEN, M, and the DR. MABUSE series; FURY, YOU ONLY LIVE ONCE, THE WOMAN IN THE WINDOW, SCARLET STREET, RANCHO NOTORIOUS, and WHILE THE CITY SLEEPS.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM387 Seminar on Television Series and Aesthetics

Through frequent viewing of episodes, classroom discussion, and written exercises, students will consider television programs over multiple seasons and series as they work to describe and differentiate models of television series construction. Of primary interest is the creative decision making that goes into creating this commercial art form--recognizing patterns of intention, choice, and effect; how these operate on a variety of scales; and what attitudes a program may manifest toward the medium and the viewer. Series viewed may include I LOVE LUCY, THE PRISONER, THE LARRY SANDERS SHOW, LOUIE, NEWSRADIO, DAMAGES, and others, including student-generated selections.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **[FILM307 AND FILM304]**

FILM388 Advanced Global Film Auteurs

This course offers a critical introduction to film auteurs from around the world spanning the 1930s to the present day. Our aim is threefold: to analyze the narrative and stylistic tendencies of each filmmaker while considering their work in a historical and industrial context; to develop our film analysis skills via formal

comparison; and to consider the formation, redefinition, and influence of film canons. Emphasis will be placed on describing and analyzing the functions of narrative and stylistic elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion section. Screenings may include films directed by Fernando Eimbcke, Abbas Kiarostami, Krzysztof Kieslowski, Akira Kurosawa, Satyajit Ray, Jean Renoir, Ousmane Sembène, Céline Sciamma, Seijun Suzuki, Agnès Varda, Luchino Visconti, and Zhang Yimou, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM389 Film Genres: The Western

This course is devoted to aesthetic and cultural analysis of key films belonging to the Western genre. Our aesthetic approaches will include discussions of typical components of the Western, authorship in the Western, narrative structure, and the construction of the West via visual space and sound. Cultural analysis will place particular emphasis on the myth of the frontier, the relationship between the Western and political rhetoric, and the genre's treatment of race, ethnicity, and gender. Roughly equal weight will be placed on these two approaches. Though primarily a film analysis course, we will also address the historical trajectory of the Western from its early silent days through its decline in the early 1970s to its present-day status.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM390 History of Film Sound

This course examines the range of ways that film sound, an important yet often overlooked dimension of film style, has been used across the history of narrative cinema. Focusing especially on U.S. cinema, but also devoting time to sound-conscious international auteurs, the course examines how music, sound effects, dialogue, and even silence have played integral roles in telling stories and affecting viewers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

FILM404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

FILM407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FILM408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FILM409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FILM414 Senior Seminar

In Spring 2018, Senior Seminar will explore the aesthetics and industry of contemporary international art cinema. The class will address the historical construction of art cinema, its institutional and cultural support structures, and the status of art cinema today. The primary focus of the class will be comparative formal analysis. Featured directors may include Pedro Almodovar, Roy Andersson, Leos Carax, Alan Clarke, Luc and Jean-Pierre Dardenne, Terence Davies, Claire Denis, Jaco van Dormael, Agnieszka Holland, Jia Zhang-ke, Aki Kaurismaki, Moshen Makhmalbaf, Samira Makhmalbaf, Steve McQueen, Cristian Mungiu, Laszlo Nemes, Jafar Panahi, Corneliu Porumboiu, Lynne Ramsay, Juan Pablo Rebella & Pablo Stoll, Thomas Vinterberg, Edward Yang, and Andrey Zvyagintsev.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM307)**

FILM418 Documentary Filmmaking for Majors and Minors

This course explores the theory and practice of nonfiction filmmaking. We will pay particular attention to how structural and stylistic choices represent reality and shape viewer response. Through study and making, students will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined; how filmmakers perceive the relationship between documentaries and the realities they represent; what conceptions of truth guide the work of documentary filmmakers; and the ethics of documentary filmmaking. Students will engage with the issues through documentary filmmaking exercises and projects. Production lessons include shooting verite footage, lighting interviews, the use of wireless lavalier microphones, and documentary editing techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

FILM420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **OPT**

FILM441 Video Art

This course provides an introduction to the basic concepts of video art. Students will be introduced to camera operation, sound recording, and lighting, as well as video and sound editing. The screening of works by historical and contemporary artists and filmmakers creates the conceptual framework for the class and enables the students to develop a critical eye for time-based art and culture. Class discussions will focus on artists' screenings and students' projects, in progress. The class will culminate in a major project in which students realize their own video project.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST284**

Prereq: **None**

FILM442 The Art of Doing: Creative Project Production and Making It Happen

Students learn collaborative creative super filmmaking powers before being dropped off on a metaphoric desert island with nothing but a camera phone and a song. Beauty Ensues. This studio class will focus on non-traditional video production techniques towards a final project of a class-created music video featuring music and performance by Amanda Palmer. Students will co-create every aspect of this video, from conceptualization to editing to screening, with the final product being released to her Patreon community. The course seeks to illuminate the creative process by way of mindful reflection, and physical training to promote creative cooperation between various artistic mediums. Students are expected to participate in team building physical exercises inspired by physical theater, Butoh and some physical meditations. Meaning: Students will be expected to participate in physical activity that includes jumping, running, yelling, and the like. The course will allow us to sketch answers to questions like these, among others: How do you forge creative collaborations that allow you to realize your projects and that create the best conditions for your creative work? How do you raise awareness about your creative projects?

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM450 Sight and Sound Workshop

This workshop course is designed to provide a basic understanding of how films are made, including lessons on lighting, composition, continuity, sound, and editing. Through a series of exercises and in-class critique sessions, students will refine their critical and aesthetic sensibilities and develop a basic understanding of story structure and directing. Time demands are heavy and irregularly distributed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

FILM451 Introduction to Digital Filmmaking

This course is designed to provide a basic understanding of how films are made, providing technical training and practical experience with digital video cameras, sound gear, and lighting equipment. Through a series of exercises and in-class critique sessions, students will refine their critical and aesthetic sensibilities and

develop a basic understanding of how to use composition, lighting, sound, and editing to tell a story. Time demands are heavy and irregularly distributed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM452 Writing About Film

This course will introduce students to the major concerns of popular film criticism. Primary emphasis will be placed on actors and styles of acting, the impact of changing social ideologies on film, and the effects of big-budget filmmaking on production. Students will be asked to think and write critically as well as personally about these concepts. Each week will include a screening, a lecture, and a group discussion. Students will be graded based on class participation, weekly writings, a midterm, and a final project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **WRCT259**

Prereq: **None**

FILM454 Screenwriting

This course focuses on writing for the screen, with emphasis on how the camera tells stories. It is an examination of format, narrative, and dialogue from treatment through completed script. This is a writing class; the grade will be based on writing completed during the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

FILM455 Writing for Television

This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsise, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **WRCT256**

Prereq: **None**

FILM456 Advanced Filmmaking

This workshop is designed for senior film majors who, having successfully completed FILM450 or FILM451, are prepared to undertake a thesis film project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM450 OR FILM451**

FILM457 Advanced Filmmaking

This workshop is designed for senior film majors who, having successfully completed FILM450 or FILM451, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM450 OR FILM451**

FILM458 Visual Storytelling: Screenwriting

Since watching movies (good ones) is so easy and pleasurable, screenwriting is a medium that everyone's uncle thinks they can do. But anyone who has had to read an amateur screenplay knows different. This is a writing course that will start from ground zero: separating the screenplay from other forms, e.g., the play and the novel, and grounding students in visual language as the basis of the medium. How do we write in pictures?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM459 Writing for Television II

This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL357, WRCT263**

Prereq: **None**

FILM460 Scripting Series for the Small Screen

This course will introduce television series structure, including both the half-hour and one-hour formats. We will start by analyzing familiar shows and then develop an original outline in class as a group, giving each student a chance to write one scene (including dialogue) from the common show. Each student will then be guided in the development and execution of an outline of their own original plot, including writing the opening scene. Grading will be based on weekly assignments and a final project, as derived from above.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

FILM465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

FILM466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

FILM467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

FILM469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

FILM491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FILM492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FILM503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

FILM504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

FILM589 Advanced Research, BA/MA

Intensive investigation of special research problems leading to a BA/MA thesis.

Offering: **Host**

Grading: **A-F**

FILM591 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**

Grading: **OPT**

FILM592 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**

Grading: **OPT**

FRENCH LANGUAGE AND LITERATURE (FREN)

FREN101 French in Action I

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. This complete, carefully sequenced course involves you actively in your own learning and emphasizes communicative proficiency--not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. FREN101 is the first semester of the four-semester introductory and intermediate French language sequence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN102 French in Action II

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. This complete, carefully sequenced course, involves you actively in your own learning and emphasizes communicative proficiency--not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. FREN102 is the second semester of the four-semester introductory and intermediate French language sequence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN111 Intermediate French I

This multimedia course combines film and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. This complete, carefully sequenced course involves you actively in your own learning and emphasizes communicative proficiency--not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. FREN111 is the third semester of the four-semester introductory and intermediate French language sequence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN112 Intermediate French II

The fourth semester of our language program features an intensive review of basic grammar points that frequently cause problems. A variety of readings will introduce contemporary literature and serves as a springboard to conversation. Movies will be used to develop students' listening skills.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN215 Composition and Conversation

This course prepares students for upper-level French courses and for study abroad. It offers students the opportunity to review and strengthen their speaking, writing, and reading abilities in French. Class time is devoted to discussing short reading assignments (literary and nonliterary) from the French-speaking world (France, Africa, and the Caribbean). The semester ends with students reading an entire novel in French. Daily class discussions, oral presentations, weekly discussions with French teaching assistants, laboratory practice, outside-of-class grammar review, and compositions are to be expected.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN220 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes

Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST230**

Prereq: **None**

FREN222 Love and Loss in Medieval and Early Modern French Literature and Culture

The interconnected themes of love and loss encompass others such as desire, passion, friendship, death, separation, and grief. This course introduces students to the uses of these themes in French literature of the medieval and early modern periods by reading a range of texts, from the courtly romance and lyric poetry, to the essay, the novella, and theater. We will examine how men and women treat these themes, and we will be especially sensitive to the ways in which women write in genres traditionally dominated by men. Topics of study will include the body, virtues and vices, marriage, sexuality, seduction, chastity, and violence. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL217, MDST224**

Prereq: **None**

FREN223 French Way(s)

What are French ways? Do the French still wear berets? How do they really speak? What is important to them? How do they view themselves? What do they think about issues facing their country? What do they think of Americans? Students will explore these questions by examining the French press, comic strips, and television and radio broadcasts, as well as other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN224 Cultural and Literary Mo(ve)ments: A Survey of 19th- and 20th-Century France

The purpose of this course is to familiarize students with movements such as romanticism, realism, surrealism, and the Nouveau Roman, to name a few. Some of these movements stem directly from the political context, when others seem to have grown almost organically. Though the course will primarily rely on literary texts, it will also examine the PASSERELLES between literature, music, and painting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN225 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolite, and Louisianitude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL225, AFAM223, AMST226, LAST220**

Prereq: **None**

FREN226 Topics and Genres in French Popular Culture

Spanning the mid-19th century to the present, this course will present and examine the expansion of such genres as newspapers' *feuilletons* (serialized novels), *romans de gare* (easy literature), detective novels, and *bandes dessinées* (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers' growing presence in the field.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN229 Classic French Comics: Bande-dessinée classique en français

We will study a series of classic French comic books (Tintin, Asterix, Lucky Luke, Spirou, and Fantasio), both as a form of visual and literary art and for what they can tell us about 20th-century Francophone European society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN236 Going South: "Le Sud" and Its Representations in French Literature and Culture

The course explores representations of "le Sud" across media, from myths and legends to songs, literature, film, and television. We will learn the origins of Provençal identity and how its portrayal has evolved over time. We will gain a greater knowledge of the many artists and thinkers who have been drawn to the South. Eventually, we will work out a new definition of "le Sud," from Provence to one that includes other Souths such as the global South represented by immigrants from former French colonies. Although a geographical denomination, a cardinal point, "le Sud" is a contradictory and moving space. The French anthem was first sung on one of Marseille's streets (rue Thubaneau), and the

city remains a cosmopolitan port, open to migrations. The 2005 riots did not affect Marseille, yet the first elected mayors from the far-right Front National were in Orange, Toulon, and Vitrolles. The South remains a place of light and sun that attracted numerous painters and a place of dark and shady business run by local and international mafias. How have these contradictions shaped "le Sud" as territory, community, and idea, and how do they function within definitions of French identity?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN238 Representing the Self, Representing Yourself

In our digital age, with the pervasiveness of Facebook, Instagram, and other forms of social media, what can testimony do? What stories are told? How are they told? What do they mean? How do writers, artists, musicians, intellectuals, and politicians represent themselves? As students, how can you give your memories material substance? How do others' narratives influence the way you interpret your own being? In this course, we will begin to answer these questions by reading, watching, and examining a vast selection of French and Francophone texts, films, and images that recount the self from the Middle Ages to today. There will be a particular focus on queer people, women, and people of color, and how they negotiate difference and alterity in their work. Throughout the course, you will also journal your own experiences and imitate other writers' modes of expression (e.g., memoirs, autobiographies, autofiction, the graphic novel, film, documentary, theater, poetry, music, photography). The course will culminate in the creation of your own digital story, which will in turn prepare you to think critically about the world around you and how to tell your story in interesting, creative, and provocative ways. We will also place emphasis on improving French pronunciation and on developing oral presentation and written skills. Readings, papers, and discussions will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL236**

Prereq: **None**

FREN254 Paris to Saigon: French Representations of Asia

The course explores the ways in which French explorers, writers, and artists traveled to Asian countries, such as Japan, China, and Vietnam, in the 19th and 20th centuries and represented "Extrême-Orient," a Eurocentric designation. Attentive analysis of their works will allow us to question the colonial construction of the Far East as "other"; examine Asian influences on cultural, aesthetic, and literary expressions; and discuss Asian presence in postcolonial France. Issues such as orientalization, eroticization, and hybridization of genres and identities will be the subjects of our study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN260 The Novel and Its Masks

In the late 1950s, the death of the novel seemed as imminent as the death of its author. However, the novel is not only still alive but also quite invigorated. The purpose of this course is to examine the major transformations of the novel in France in the 20th century and the beginning of the new century. From Marcel Proust to Michel Houellebecq (the latest, ROMANCIER À SCANDALE), the authors of novels have sought to achieve various purposes. Narrative techniques have changed, and new themes have appeared. Particular attention will be paid to the role of women writers, readers' response, and the growing interplay between autobiography and fiction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN280 French Cinema: An Introduction

This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be, What makes French cinema "French"?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL286**

Prereq: **None**

FREN281 French and Francophone Theater in Performance

This course offers students the opportunity to put their language skills in motion by discovering French and Francophone theater in general, and acting in French in particular. This transhistorical course will introduce students to acting techniques while allowing them to discover the richness of the French and Francophone dramatic repertoires. Particular emphasis will be placed on improving students' oral skills through pronunciation and diction exercises. The course will culminate in the performance of the students' work at the end of the semester. Based on the "cours d'interprétation," and offered exclusively in French, this course gives French language students a chance to improve language skills and discover the art of acting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA291**

Prereq: **None**

FREN303 Negotiating Gender in the Maghreb

Since 1989, the fractious debate over a Muslim woman's right to wear a veil in France (from the short hijab to the all covering niqab) has focused attention on the relationship between secularism and religion in the French public sphere. Less discussed, but perhaps even more significant, is the question of gender and Islam. This class will contextualize the question of Islam and gender in the Maghreb, the Muslim region most linked (historically, geographically, and demographically) to France. Using religious, literary, historical, and sociological sources, the first part of the course will focus on gender in the early days of Islam, charting the evolution of gender issues before and during the era of French colonialism in the Maghreb. The second part of the course will focus on women's issues in the contemporary Maghreb, from independence to the recent Arab revolutions, as represented through literature, film, and various news media from or about the region. Class participation, papers, and most readings will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL304, FGSS304**

Prereq: **None**

FREN305 Negotiating French Identity: Migration and Identity in Contemporary France

With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing

Franco-Maghrebi community add to the ongoing dialogue surrounding France's republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (e.g., the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers will be in French.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL307**

Prereq: **None**

FREN306 Early Modern French Theater in Performance

In this advanced seminar, we will study French-language theater from the 16th, 17th, and 18th centuries, with a focus on the tensions between theory and practice. We will read tragedies, comedies, and tragicomedies alongside and against various poetic treatises, keeping in mind the practical constraints and conditions of performance during this time. We will also consider contemporary stagings of these plays. The semester will culminate in a public performance of an early modern play. Readings, written assignments, and discussion will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN310 French Crowds, Mobs, and Mobilities

Under the date of 14th July 1789, Louis XVI entered in his diary but one word: "Rien." That day, a crowd of sans-culottes flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a "foule," deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event on, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union demonstrations. How does "rien" become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why? Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major subversive events in French history from the 18th century to contemporary France: the French Revolution, Chouanneries, barricades and the Commune in Paris, and May 1968, but also colonial and immigrant demonstrations in France. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons with demonstrations across time and space, such as the "Arab Spring."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN324 Interpreting the "New World": France and the Early Modern Americas

The impact and long-lasting effects of the "discovery" of the "New World" on Europeans cannot be overestimated. This advanced seminar will compare and contrast styles of expedition and conquest among the European nations, though the course will focus on the French context and the various events and encounters that occurred in the early modern Americas, particularly between 1492 and 1610, a period that laid the groundwork for the subsequent colonial project. Throughout the course, we will pay special attention to the Amerindians' points of view. In turn, students will examine the insights and blind spots in 16th-century French navigators', cosmographers', cartographers', and intellectuals' interpretations, representations, and negotiations of difference by critically

engaging with concepts such as nature, culture, alterity, gender, sexuality, marriage, religion, exchange, possession, conquest, and war. Reading, writing, and class discussions will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FGSS324, COL324**

Prereq: **None**

FREN325 Museums, Objects, and Empire: Exhibiting the Self, Exhibiting the Other

This course will analyze the relationship between colonization and material culture. Using literary and historical documents, we will ask how objects helped to construct identities by studying the way objects were collected, used, and displayed during the colonial period. The course will also analyze how spectacles, exhibits, and museums have shaped a discourse about the other. The course will lead to an exhibition based on student work. Reading, writing, and class discussion will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN328 Women and Literature in France, 1945--2002: A Complete Revolution?

This course investigates the writings of women in France since the publication of Simone de Beauvoir's *LE DEUXIEME SEXE* in 1949. Through a study of novels and other texts by women writers such as Beauvoir, Mansour, Duras, Cardinal, and Redonnet, we will explore the role of politics, psychoanalysis, and the question of memory in women's writing, as well as the themes of maternity, sexuality, and the relationship between the public and the private. In a more sociological perspective, we will also determine the influence of feminism on literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FGSS228**

Prereq: **None**

FREN331 Paris and Its Representations: Realities and Fantasies

This course investigates some of the myths and realities of Paris. Starting from an analysis of Paris in late 19th-century novels and paintings, we will explore the shifting perceptions of the city during the 20th century in fiction, poetry, photography, painting, and film. We will focus on such themes as the role of history in the structuring of the city, the importance of architecture in the ever-changing social fabric, and the recurrent opposition between the city and its suburbs. Students will be asked to attend various screenings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL232**

Prereq: **None**

FREN333 Asia and the Making of France

Enlightenment philosophers, impressionist painters of the 19th century, and French Maoist intellectuals in the 1960s were all influenced by Asia. Although these influences from Asia were at times the fruit of solid knowledge, they were also often the result of imagination. In addition to attracting French intellectuals and artists, Asia also contributed very concretely to the economic development of modern France and its geopolitical position in the world. This relationship relied on voluntary exchanges but also on violence and French exploitation of Asian territories and people. Through the study of historical documents,

films, and literary texts, this course aims to understand the various ways Asia shaped France. We will consider the various representations of Asia conveyed in 19th- and 20th-century France and the historical context of their production by focusing on key moments such as the Opium Wars in China, French colonialism in Indochina, and the two world wars. Reading, writing, and discussion will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN334 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST234**

Prereq: **None**

FREN339 Paris, 19th Century

In the course of the 19th century, under the influence of urban growth, political upheaval, and economic speculation, the city of Paris offered an increasingly seductive but also unpredictable spectacle to artists and intellectuals who attempted to represent the city and envision their role within it. This course will consider both the lure and the effects of this spectacle, paying particular attention to the ways in which the "rebuilding" of Paris under Haussmann and Napoleon III led to reconceptualizations of public and private space in the city and to new spatial and social distinctions by gender and class. We will ask how these visual attractions and social-spatial configurations were ultimately seen to affect the more intimate and psychological spaces for understanding the self and its relation to the other. Authors may include Balzac, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, and Rachilde.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL239**

Prereq: **None**

FREN357 Autobiography and Photography

Over the last decades, the question of autobiography as a genre has been thoroughly analyzed. The issue is further complicated by the use of photography within autobiographical texts, whether they are included in the text or merely described. In this course, we will examine the various roles of photography in autobiography. Is photography a way to trigger memory? Is it more referential than the word? How is the reader to read the coexistence of word and image? Such are some of the questions that will be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN372 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature

This course will consider the fascination with the exotic—with foreign landscapes, customs, and culture—in 18th- and 19th-century French fiction and, to a lesser

extent, poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL272**

Prereq: **None**

FREN382 Jungle and Desert in Francophone African Literature

This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert," which are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes. Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And, finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN387 Power Plays

The course will consist of the detailed reading of a dozen French plays from the 17th through 20th centuries from the perspective of the relation between the dominant(e) and the domine(e), in both its obvious and more subtle manifestations: physical, governmental, social (feminist, et al.), metaphysical, and linguistic.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FREN397 Forbidden Love: From the Middle Ages to the French Revolution

This advanced seminar explores the theme of "forbidden love" in prose fiction, memoirs, poetry, and theater in France from the Middle Ages to the French Revolution. We approach it from three vantage points. The first step will be to establish a theoretical, historical, and conceptual basis for understanding of the forbidden, the taboo, transgression, and subversion. This will enable us to contextualize concepts such as love, desire, sexuality, and "gender." Then we will study the texts themselves, focusing on three main themes: adultery, same-sex relations, and incest. Finally, we will watch film and theatrical adaptations of some of the core texts in the 20th and 21st centuries to understand how and why we appropriate them today. By the end of this course, students will improve their knowledge of a central but often neglected dimension of French literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explore how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provide evidence of competence in critical reading and in the presentation of independent research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FGSS397, COL289**

Prereq: **None**

FREN398 Minorities in French Cinema

This course offers insights into the ways French cinema represents minorities in postwar France. We will study films formally and contextually to understand what French cinematic representations of minorities add to the debate surrounding immigration and national identity. Students will learn how to analyze cinematic texts in depth and reflect upon the identity crisis of France.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL298**

Prereq: **None**

FREN401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

FREN407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FREN408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FREN409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FREN420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

FREN465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

FREN466 Education in the Field

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

FREN491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FREN492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

FRENCH-ITALIAN-SPANISH IN TRANSLATION (FIST)

FIST121 Making a Killing: Murder and True Crime Non/Fiction Narratives

This course explores the genre of true crime in a comparative setting and by way of a study of different typologies of murder: spree killing, fratricide, serial killing, and infanticide. Roland Barthes wrote in *Mythologies* that, "Periodically, some trial, and not necessarily fictitious like the one in Camus's *THE STRANGER*, comes to remind you that the Law is always prepared to lend you a spare brain in order to condemn you without remorse [...] it depicts you as you should be, not as you are." What does murder reveal about the society and historical context in which it takes place? How are the murders in question "made"? How, for example, does the "judicial media circus" condition the trial's outcomes? What is the relationship between real crimes and the narratives they generate and their fictional counterparts? What does the consumption of murder narratives tell us about the state and perception of law and order? How does this perception differ over time and in different (post)-national contexts? These are some of the questions this course will take up through an analysis of literary (fictional and nonfictional) and cinematic texts in a variety of national settings. Some of the murder cases we will explore include the serial killings attributed to the "Monster" of late 20th-century Florence and of H. H. Holmes in Chicago of the World's Fair (1893); the 1996 murder of six-year-old JonBenet Ramsay; the 1959 murder of the Clutter Family (the basis for *IN COLD BLOOD*); the murder of Meredith Kercher in Perugia, Italy, and Amanda Knox's conviction; and the death of Azaria Chamberlain in 1980 in Australia, for which her mother, Lindy, was accused of infanticide.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST122 Muslims, Jews, and Christians: Getting Along in Medieval Spain

For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors on the Iberian Peninsula in a carefully negotiated state of coexistence known as "convivencia." While much of the written record is often full of enmity, religious polemic, and mutual suspicion, the artistic record tells another version, of lives lived in close proximity giving rise to shared cultural practices, artistic tastes, and long interludes of mutual well-being. This seminar will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. As we study renowned monuments such as the synagogues of Toledo, the Alhambra, and the Way of St. James, we will learn to decode elements such as dress and home decor, food and hygiene, gardening and agriculture, to expand our picture of culture and lived experience. Finally, we will ask why convivencia ultimately failed, and how the medieval Iberian experience can enlighten our own uneasy attempts at building a multicultural, multiconfessional society.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL120**

Prereq: **None**

FIST123 Love, Sex, and Marriage in Renaissance Europe

This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL123, FGSS123, MDST125**

Prereq: **None**

FIST125 Jungle and Desert Adventures

This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert" that are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes. Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST126 El Greco to Picasso: Modern Art's Passion for Golden Age Spain

This course examines the life and afterlife of the Spanish artists of the Golden Age, whose achievements reached unprecedented heights in the 17th century. Centuries later, their works took on new roles as artists of other times and

cultures found their own inspiration in works of the past: Manet copied Velázquez, Picasso copied El Greco, and (famously on "Project Runway") Christian Soriano copied Murillo. What allowed these complex works to resonate so strongly in another era? Is such influence automatically a sign of success? And why have the works of Francisco Goya inspired more filmmakers than any other artist? Students will be introduced to the reading of visual art for stylistic, historical, and political content and develop a critical understanding of art and society in Golden Age Spain, as well as insights into the role of art as a cultural currency.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ARHA126**

Prereq: **None**

FIST127 Catholicism and Ideology in the Hispanic World

Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LAST**

Identical With: **LAST127, RELI127**

Prereq: **None**

FIST129 Writing the French Revolution

"Liberty, equality, and fraternity" was the slogan of the French Revolution and features three concepts of enduring interest. In this seminar we will explore the French Revolution and its antecedents--and what these can mean for us today. In the process we will delve into a number of ways of thinking and modes of representation: historical thinking, of course, but we will also get a sense of the origins of sociology and political science, the power of scientific thinking, and differences between literary and visual representation (especially films). This course will also serve as a writing workshop emphasizing the nuts and bolts of good writing and experimenting with such rhetorical modes as argument, personal narrative, persuasion, and fiction-writing.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL129**

Prereq: **None**

FIST176 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST235**

Prereq: **None**

FIST201 Crossing Identities & Borders: Processing Study Abroad

This course is designed to give students who have studied abroad through the medium of a language other than English the opportunity to process their experience by reflecting on its meaning in terms of their own personal and intellectual trajectory. Students will meet as a group once a week to discuss a reading of common interest. The second weekly meeting or workshop will be held in break-out sessions in the target language, during which time students will discuss the capstone project that this course will allow them to develop: a written essay, a digital narrative, an art installation, or a performance. The workshops are designed so that students may support each other in the pursuit of their personal goals regarding a project that reflects the broadest and deepest meaning of an immersive linguistic and intercultural experience abroad. Assessment is based on the following criteria: industry and initiative; the ability to work independently; willingness to contribute actively to a collective, project-based learning experience; and the final project. Readings will address topics such as identity, culture and mobility. Students will work to develop a collective bibliography with classmates as well as a specific bibliography that accords with their personal interests and objectives.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **CGST201**

Prereq: **None**

FIST220 France Since 1870

This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. We will survey the history of 145 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; and the early years of the Fifth Republic, 1958-1969.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST220**

Prereq: **None**

FIST224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance

In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolò Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL224, ITAL224, MDST223**

Prereq: **None**

FIST225 Writing Biography: Denis Diderot, a Case Study

How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **WRCT225**

Prereq: **None**

FIST226 The Cosmos of Dante's Comedy

This course provides an in-depth introduction to Dante Alighieri's 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include: representations of the afterlife; the soul's relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetics and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; and the reception to Dante's work from the 14th-century to present. The course combines a close analysis of Dante's literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL226, COL234, RELI218, MDST226**

Prereq: **None**

FIST227 Desire, Deception, Disenchantment: Five French Novels in Translation and on Screen

This course aims to study five French novels from the 17th to the 20th centuries in translation, alongside and against their respective cinematic adaptations. We will begin with Lafayette's *The Princess of Cleves* (1678), one of the Western world's first psychological novels, and then move on to Choderlos de Laclos' epistolary novel *Dangerous Liaisons* (1782). We will then read Gustave Flaubert's *Madame Bovary* (1856), Albert Camus' *The Stranger* (1942), and Marguerite Duras's *The Lover* (1984). Films will include: Jean Delannoy's 1961 adaptation of Lafayette's novel, Christophe Honoré's *The Beautiful Person* (2008), a modern-day adaptation of the story, and Rémy Sauder's 2011 documentary on how

the novel is being used in a French school in Marseille; three adaptations of Laclos's novel: Roger Vadim's cutting-edge *Les Liaisons dangereuses* 1960, Miloš Forman's 1989 *Valmont*, and Stephen Frears's 1998 acclaimed *Dangerous Liaisons*; three adaptations of *Madame Bovary*: Vincent Minnelli's film (1949), Claude Chabrol's adaptation from 1991 starring Isabelle Huppert, and Sophie Barthes's version (2014); Luchino Visconti's adaptation of Camus' *The Stranger* (Lo straniero, 1967); and Jean-Jacques Annaud's *The Lover* (1992). These novels and their adaptations will allow us to think about notions of canon formation; genre and narrative; the uses of history in fiction; censorship, controversy, and crime; gender, class, race, and (post)colonialism; translation; and how these texts have been and continue to be read, used, adapted, and transformed from their time of publication up to the present day.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage

The indescribable horror of two bloody world wars in the 20th century gave rise to numerous artistic movements that questioned the validity of science and the discourse of reason and logic to help human beings to make sense of our world. Among these were dadaism, surrealism, and the theater of the absurd. Confronted with the perceived failure of the promise of science, theater practitioners took to staging life unfettered by logic, reason, order, or meaning. How do we act if we think that life has no meaning? Without the scientific method to guide us, what happens to our understanding of how the world around us works and where we fit in? Where do hopelessness and despair lead us as a species? Can we somehow find meaning in an apparently meaningless existence? In this course, we will examine how dramatists in Europe and Latin America have staged these existential conundrums that threaten to undermine centuries of social and scientific "progress." All class work is in English.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA228**

Prereq: **None**

FIST229 Political Turmoil

What just happened? What's going to happen? What do we do now?" Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from various times and regions--the creation of the US; Fascist Spain; the 1960s in the U.S., France, and elsewhere; Brazil's military dictatorship; Italy in the 1990s; the Arab Spring; contemporary Mali and D. R. Congo, among others--to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The goal of the course is ultimately project-based: as we gain perspective on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and destined to make an impact (e.g., letter to the editor, letter to an elected official, public service announcement for the radio). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST230 Between Marx and Coca-Cola: European Cinema of the 1960s and 1970s

In the 1960s and early 1970s, a growing sense of alienation and social unrest spread across Europe, making their marks in both society and cinema. Borrowing the words of New Wave director Jean-Luc Godard, these years led to the emergence of "the children of Marx and Coca-Cola." This course, taught in English, will introduce students to a multi-faceted portrait of Europe in the 1960s and 70s through avant-garde and popular cinema from France, Italy, Spain, Germany, and Eastern Europe. We will focus on films that depict global capitalism, gender relations, and government control. Some of the themes we will discuss include the critique of consumerism and materialism, the changing role of women in society, life under socialism and dictatorship, and youth counterculture. Last but not least, students will learn how New Wave directors challenged traditional approaches to narrative cinema.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Identical With: **CGST230**

Prereq: **None**

FIST233 Modern Italy on the Silver Screen: 1960--2015

This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's *La dolce vita*, Pasolini's *Mamma Roma*, De Sica's *Matrimonio all'italiana*, Leone's *Il buono, il brutto, il cattivo*, Argento's *Suspiria*, Moretti's *Caro diario*, Ozpetek's *Saturno contro*, and Giordana's *Quando sei nato non puoi più nasconderti*. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL233**

Prereq: **None**

FIST237 Literary Translation I

This course is a nontheoretical practicum in the art and craft of translating free verse and "prose poems." The course involves class discussion of one another's work, fidelity, matters of style, and technique with a "tune and tone" approach.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST240 Modernism and Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the preeminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and postimpressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the

relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the significance of the decorative to painting at the end of the century; and the relationship between art's embrace of privacy, domesticity, and intimacy at the end of the century and France's revolutionary legacy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA240, COL240**

Prereq: **None**

FIST241 Introduction to European Avant-Garde, 1880--1940

This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA241, GRST241, COL230**

Prereq: **None**

FIST244 European Architecture and Urbanism, 1750-1910

This course considers the history and theory of architecture and urbanism in Western Europe from the mid-18th to the early 20th century. A central theme is the relationship between historicism and modernity through the period. Topics include neoclassicism, the picturesque landscape, the Gothic Revival, the Arts and Crafts Movement, the École des Beaux-Arts, the German Rundbogenstil, international expositions, and Art Nouveau. We will focus on specific sites in major cities, including Paris, London, Berlin, Munich, Vienna, Milan, Rome, Brussels, and Barcelona, among others. New or transformed building types include museums, railway stations, apartment blocks, department stores, and theaters. Urban forms include residential squares, boulevards, arcades, and public parks. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in newly modernizing societies. Urbanism includes the transformation of early modern cities due to industrialization, housing for different social classes, new towns, suburbs, utopian communities, the Garden City, and colonial centers such as Bombay (Mumbai), Algiers, and Hanoi.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA244**

Prereq: **None**

FIST254 Breaking the Waves: The Japanese and French New Wave Cinemas and Their Legacy

While the French and Japanese New Wave(s) existed as largely contemporaneous cinematic movements, rarely are they discussed together, instilling the impression of two parallel streams, never to converge or intersect.

This course hopes to serve as an intervention into this perceived divide through close readings of these groundbreaking cinematic works and an examination of their revolutionary content in the interest of articulating shared philosophical concerns. In many cases, New Wave filmmakers worked as writers and critics before producing films themselves, a fact that speaks to the intensely theoretical nature of their cinema. This course will therefore examine critical writings published in the space of Cahiers du Cinema, Film Art, and other journals as a means of better understanding the thought process that underlies these films. How do these films figure as a response to that of the previous generation and how did they hope to revolutionize cinematic praxis? What was their relationship to political activism and the events of 1968? Finally, we will consider the legacy of these cinemas: What is the prevailing influence of the New Wave on Hollywood and global cinema? What aspects of the movement have been retained and what has been lost along the way?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS254**

Prereq: **None**

FIST262 City, Mobility, and Technology: Toward the Modern City in Spain

Movements, itineraries, encounters--these are some of the elements that have characterized modern literature. From the Baudelairean figure of the flâneur to the car chases of popular movies such as Bullitt, the city is described from a series of journeys that create a representation of urban space. However, these narratives reveal more than a personal account of the city: They show the urban architectures that allow the movement in those spaces (paths, roads, lighting), and in doing so, they portray the development of the modern city. With this framework in mind, in this course we will analyze the construction of the modern city in Spain through literary and filmic texts. We will pay special attention to Barcelona and Madrid, but we will also look at how other international cities are perceived and represented in Spanish literature. In doing so, we will explore how these authors understand the modern city and, furthermore, the connections and influences among what we will call international hubs in a specific historical moment. Our journey will start in the 19th century with great novelists and essayists such as Leopoldo Alas "Clarín," Benito Pérez Galdós, and Mariano José Larra, and we will compare their conceptions of the city with those of poets such as Baudelaire. In their texts, we will see the construction of the industrial city and the conflicts that arise once the urban space becomes a mobile space, technologically and socially speaking. Then we move into the 20th century, and such authors as Federico García Lorca and Carmen Laforet will show us what is it like to be a stranger in the big city, a strangeness emphasized by the migratory movements that characterized the pre- and postwar era in Spain. And films including Luis García Berlanga's *Bienvenido, Mr. Marshall* and Alejandro González Iñárritu's more recent *Biutiful* will show us how the city grows outward fueled by capitalism, an economic system that leaves out those who do not inhabit the urban centers, such as the case of *Bienvenido*, or those who are exploited by it, as we will see in *Biutiful*. These fascinating narratives offer a very detailed portrayal of urban centers in Spain that will allow us to research their mobile nature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM316**

Prereq: **None**

FIST290 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx,

Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, GRST231, RUSS340,**

RULE340, REES340

Prereq: **None**

FIST299 African History and Art

This course traces the art and cultural history of selected West African societies from the 12th century to the early 20th century. Each week we will focus on a single work of art, as that work illuminates social and cultural history. The objects will include royal bronze sculpture from the Kingdom of Benin (16th century); a carved ivory vessel from Guinée or Sierra Leone (16th century); a horned initiation mask made of woven fiber from Senegal (19th century); and a map of the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on the history, religion, and culture of the region from which it comes. The trans-Saharan trade was crucial to both North and West Africa. From Morocco came the Muslim religion, as well as Islamic architecture. In 1445 Portuguese mariners arrived on the Atlantic coast of West Africa. From that moment on, West Africa has been part of a global economy. Already by 1500, the growth of Creole Euro-African communities is reflected in artwork. "Art" is best understood in the specific historical context and the culture in which it develops. To us, removed in space and in time from these African societies, architecture, sculpture, and ritual performance help to illuminate the lives of the people we are studying. Ultimately, we will consider such questions as, Does African art exist? What is "African art"? Who defines art--Africans or Westerners?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA299, AFAM299**

Prereq: **None**

FIST301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN301, FILM301, COL334**

Prereq: **None**

FIST302 Crossing Borders on the Early Modern Stage

This course looks at the ways in which seven fascinating plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger responded creatively to and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements--of peoples, ideas, goods, capital, and diseases--that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the

flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed and online resources and Wesleyan's Special Collections and Archives. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish professional stage in roles played by boy actors in England). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN302, THEA322, ENGL377, COL314**

Prereq: **None**

FIST303 Workshop in Literary Translation II

This course is a nontheoretical practicum in translating traditional formal verse. We will study works ranging from the 16th century to the present, all respecting the elements of rhyme and meter, from a variety of poetic schools and in a variety of forms. The course involves class discussion of one another's work, fidelity, matters of style, and technique with a "tune and tone" approach.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

FIST310 French Crowds, Mobs, and Mobilities

Under the date of 14th July 1789, Louis XVI entered in his diary but one word: "Rien." That day, a crowd of sans-culottes flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a "foule," deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event onward, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union demonstrations. How does "rien" become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why? Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major subversive events in French history from the 18th century to contemporary France: the French Revolution, Chouanneries, barricades and the Commune in Paris, and May 1968, but also colonial and immigrant demonstrations in France. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons with demonstrations across time and space, such as the "Arab Spring."

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM310**

Prereq: **None**

FIST339 Modernism and the Total Work of Art

The term "total work of art" refers to the German Gesamtkunstwerk that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, GELT239, COL349, MUSC285**

Prereq: **None**

FIST340 Performing Brazil: The Postdictatorship Generation

The course takes as its point of departure a close and critical reading of modernist Oswald de Andrade's "Cannibalist Manifesto" (1928) and the writings of artists working during and after the dictatorship years. As the semester progresses, the course will examine postdictatorship works in film, music, literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance recordings. Discussions will focus on the relationship between Brazil's postcolonial condition and political history, including the country's current artistic production and sense of national identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA340, LAST340**

Prereq: **None**

FIST377 Comparative French Revolutions

This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST377**

Prereq: **None**

FIST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FIST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FIST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FIST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

FIST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

FIST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

FIST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

FIST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

GERMAN LITERATURE IN TRANSLATION (GELT)

GELT228 Going Green, German-Style: The Relationship to Nature, 1800--Today

Few countries display as active a commitment to protect natural resources and the environment as Germany. Its focus on renewable energies, recycling, and conservation in general is unique even by European standards, and in the U.S., Germany's policies on sustainability and environmental preservation are often held up as models. It is important to recognize, however, that Germans did not achieve this degree of environmental awareness overnight. Rather, it represents the result of centuries of contemplating, controlling, and conserving nature and cannot simply be transferred to other cultures. In this course, we will examine the German (and European) cultural tradition by analyzing artworks and texts from the past two centuries that have both expressed and shaped salient attitudes and emotional responses. The goals of the course are to provide insight into Germany's long and complicated history of defining and relating to nature and to allow you to reflect critically on your own attitudes toward nature and the environment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST228, ENV5228**

Prereq: **None**

GELT230 The Simple Life

As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, our descendants, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST230, ENV5230**

Prereq: **None**

GELT234 Multikulti Germany": Expressions of Germany's Cultural Diversity

That Germany is an ethnically and culturally homogenous country is a myth cultivated by the Nazis. Germany's position in the center of Europe has made its geographical and cultural identity fluid and the make-up of its population diverse at least since the Migration of Peoples (ca. 200-800 CE). Adding to the ethnic and cultural mix were influxes of Jews during the Middle Ages and later; the incursions of armies from all over Europe during the Thirty Years' War; the 17th-century immigration of French Huguenots to Prussia; the redrawing of borders after both world wars; marriages between black GIs and German women after World War II; and, during the labor shortage that followed World War II, the arrival of guest workers from southern and eastern Europe and Turkey, many of whom ended up staying. Refugees also came from Eastern Europe during the Soviet era and during the Bosnian War, and for some people not motivated by political or economic oppression, Germany has proved an attractive destination. In this course we will focus primarily on fiction and nonfiction works by recent immigrants or descendants of immigrants, all of whom write in German and have been translated into English. Among the topics we explore will be homesickness; interactions with the bureaucracy; use of and perspectives on language; questions of citizenship, assimilation, and integration; clashes of cultures; and encounters with xenophobia. We will also look at the particular experience of Afro-Germans.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST234, COL216**

Prereq: **None**

GELT239 Modernism and the Total Work of Art

The term "total work of art" refers to the German Gesamtkunstwerk that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover

and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, FIST339, COL349, MUSC285**

Prereq: **None**

GELT253 The New German Cinema

This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM320, GRST253**

Prereq: **None**

GELT260 The Agony and the Ecstasy: The German Novel and Novella

Starting with Goethe in the 18th century, German, Austrian, and Swiss authors have made major contributions to the literary genre of the novel and the sub-genre of the novella, typically shorter than a novel and restricted to one plot line. German prose works often grapple with profound philosophical questions, particularly those that bear on the meaning of life, the relation of the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion. In this course we will read, in English translation, longer or shorter works by some of the most significant and enduring authors writing in German between the 18th and 21st centuries. Particular attention will be paid to the portrayal of social and political issues, to narrative strategies and style, and to thematic continuities in the cultures of the German-speaking regions. We will also consider the challenges of translating fiction from one language and culture to another. Several films based on works read in the course will be viewed and analyzed. Ample opportunities will be provided for writing, in both expository and creative veins, and receiving detailed feedback.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST260, COL273**

Prereq: **None**

GELT268 Understanding Modernity: Marx, Nietzsche, and Freud

The names of the writers and thinkers Karl Marx, Friedrich Nietzsche, and Sigmund Freud signal a revolution of thought in the 19th and early 20th centuries. This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key concepts such as interpretation, subject, history, politics/society, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of much modern thinking.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST268, COL268**

Prereq: **None**

GELT275 Creativity and Crisis: Germany 1918-1933

This course investigates the fascinating culture of the Weimar Republic, Germany's first, heady, and ultimately unsuccessful experience with democracy between the end of the First World War and the Nazis' rise to power. We will focus particularly on Berlin, coming into its own as Germany's first true metropolis, but will also look at Munich, another hub of cultural activity and the site of Hitler's early organizing activities. Among the topics to be studied may be the increasing influence of film, radio, and the press; modernism in literature; new impulses in art; the economic and social impact of hyperinflation and the Great Depression; changes in the roles of women; assertion of previously taboo gender identities; competing political ideologies; reactions to the immigration of Jews from Eastern Europe; the emergence of proletarian mass culture; and the observations of cultural critics such as Walter Benjamin and Siegfried Kracauer on the world taking shape before their eyes. We will also read works set in Berlin but written by outsiders (Isherwood and Porter).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST275, COL276**

Prereq: **None**

GELT279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Deceptively simple, these little texts communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279, COL279**

Prereq: **None**

GELT286 Goethe, Schiller, and German Romanticism

This course covers a period of roughly 60 years that defined the shape of German literature and culture for good. In 1774, Goethe entered the literary scene with his epistolary novel THE SORROWS OF YOUNG WERTHER. In 1832, he published his final work, the second part of FAUST, and became immortal. With his earthly death, a period now known simply as the "Age of Goethe" [Goethezeit] came to an end. The tasks of this course will be twofold. We will first examine the

aesthetics and core ideas of Goethe and his friend and occasional collaborator, Friedrich Schiller, the second major representative of Weimar classicism. We will then contrast the ideals and works of Weimar classicism with the much more freewheeling and often deeply ironic intellectual and artistic production of German Romanticism as embodied in members of the Romantic circle around Dorothea von Schlegel and her lover and later husband, Friedrich, and Caroline Schlegel and her husband, August Wilhelm Schlegel (Friedrich's brother). The young and hip members of the Schlegel circle acted both as profound admirers of Goethe's achievement and as acerbic critics of what they perceived to be the stilted style of Weimar classicism. While Romanticism is often misunderstood as a cult of irrationalism, the German Romantics were closely allied to the transcendental idealism of Fichte and Schelling and advocated their own brand of a communal thinking or "symphilosophy." The course will probe both the continuities and the antagonisms that characterize German literary culture in the Age of Goethe.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL293, GRST286**

Prereq: **None**

GELT302 Forward, Without Forgetting: The GDR in Literature and Film

In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, but it developed its own, equally rich literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. We will also explore phenomena such as the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. We will read works by Christa Wolf, Wolf Biermann, and Monika Maron, among others, and watch films and TV-series produced before and after unification.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST302, COL291**

Prereq: **GRST217**

GELT401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GELT402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

GELT411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GERMAN STUDIES (GRST)

GRST101 Elementary German

This course is an introduction to German and leads to communicative competence in German by building on the four primary skills--speaking, listening, reading, and writing--while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages. The GRST101/102/211 course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic, multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Germany, on one of the two Wesleyan-approved programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST102 Elementary German

This is the second part of the two-part sequence in Elementary German (see GRST101). Students will continue their study of the four primary skills--speaking, listening, reading, writing--plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. GRST211 is the course following GRST102. Students who take GRST211 can apply to study abroad in Germany on one of Wesleyan's approved programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST101**

GRST211 Intermediate German

This course typically follows GRST101 and 102 and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working interactively, students engage in cultural activities with authentic readings and contextualized grammar in a unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration, as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening comprehension. Through regular essay assignments, students expand their vocabulary and apply increasingly diverse writing techniques. Among our goals are improved communication and reading skills, an expanded vocabulary, more accurate and diverse written expression, and greater insight into historical and cultural features of the German-speaking world. After the successful completion of this course, students can study abroad at one of Wesleyan's approved German programs in Berlin and Hamburg or continue with GRST214 here at Wesleyan.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST102**

GRST214 Practice in Speaking and Writing German

This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (GRST101/102/211) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in GRST211. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class meetings will be conducted in German.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST211**

GRST217 German Culture Today

Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST214**

GRST218 Introduction to German Literature

Designed to provide a transition between the elementary-intermediate German-language sequence and advanced offerings in German, this course will introduce students to the techniques and terminology of close reading of literary texts. Constant practice in formal writing and in oral production will enable students to expand their vocabulary, overcome remaining problems with grammar, and achieve fluency of expression. Readings of increasing difficulty will be drawn from the three principal genres--prose, poetry, and drama--and from several historical periods, including the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST228 Going Green, German-Style: The Relationship to Nature, 1800--Today

Few countries display as active a commitment to protect natural resources and the environment as Germany. Its focus on renewable energies, recycling, and conservation in general is unique even by European standards, and in the U.S., Germany's policies on sustainability and environmental preservation are often held up as models. It is important to recognize, however, that Germans did not achieve this degree of environmental awareness overnight. Rather, it represents the result of centuries of contemplating, controlling, and conserving nature and cannot simply be transferred to other cultures. In this course, we will examine the German (and European) cultural tradition by analyzing artworks and texts from the past two centuries that have both expressed and shaped salient

attitudes and emotional responses. The goals of the course are to provide insight into Germany's long and complicated history of defining and relating to nature and to allow you to reflect critically on your own attitudes toward nature and the environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT228, ENV5228**

Prereq: **None**

GRST230 The Simple Life

As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors--as individuals, groups, societies, and cultures--affect the conditions under which we, our descendants, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives and threats to the environment in the present moment.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **ENV5230, GELT230**

Prereq: **None**

GRST231 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, FIST290, RUSS340,**

RULE340, REES340

Prereq: **None**

GRST234 Multikulti Germany": Expressions of Germany's Cultural Diversity

That Germany is an ethnically and culturally homogenous country is a myth cultivated by the Nazis. Germany's position in the center of Europe has made its geographical and cultural identity fluid and the make-up of its population diverse at least since the Migration of Peoples (ca. 200-800 CE). Adding to the ethnic and cultural mix were influxes of Jews during the Middle Ages and later; the incursions of armies from all over Europe during the Thirty Years' War; the 17th-century immigration of French Huguenots to Prussia; the redrawing of borders after both world wars; marriages between black GIs and German women after World War II; and, during the labor shortage that followed World War II, the arrival of guest workers from southern and eastern Europe and Turkey, many of whom ended up staying. Refugees also came from Eastern Europe during the

Soviet era and during the Bosnian War, and for some people not motivated by political or economic oppression, Germany has proved an attractive destination. In this course we will focus primarily on fiction and nonfiction works by recent immigrants or descendants of immigrants, all of whom write in German and have been translated into English. Among the topics we explore will be homesickness; interactions with the bureaucracy; use of and perspectives on language; questions of citizenship, assimilation, and integration; clashes of cultures; and encounters with xenophobia. We will also look at the particular experience of Afro-Germans.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT234, COL216**

Prereq: **None**

GRST235 Skinning the German Onion: Guenter Grass as Writer, Graphic Artist, Political Activist

Born in 1927 in the free city of Danzig, Günter Grass grew up in an environment dominated by Nazi ideology and war. After serving briefly--at seventeen--in the Waffen-SS, Grass emerged from an American prisoner-of-war camp to find Germany divided and the Western half of the country eager to forget the recent past as it rebuilt its infrastructure and its economy with American Cold War support. Grass spent his career drawing lessons from his own past and his country's history. Through his writing, visual art, and political interventions, he repeatedly prodded and provoked his contemporaries, reminding them of the need for "doubt"--his shorthand for critical thinking and constant vigilance. Yet Grass's highly imaginative and stylistically challenging works eschew didacticism and defy critics and political adversaries who liked to portray him as a one-dimensional preacher. In this course, we will review his life's work as an artist, a family man, and a citizen who chose Sisyphus as his patron saint and could be as ruthless toward himself as he was to the cant and superficiality he perceived around him.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST239 Modernism and the Total Work of Art

The term "total work of art" refers to the German Gesamtkunstwerk that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice, particularly in the visual arts. We will examine attempts to envision totality after Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GELT239, FIST339, COL349, MUSC285**

Prereq: **None**

GRST241 Introduction to European Avant-Garde, 1880--1940

This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA241, FIST241, COL230**

Prereq: **None**

GRST251 Kafka: Literature, Law, and Power

Elias Canetti claimed that among all writers, Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how scrutiny and discipline are exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL251**

Prereq: **None**

GRST252 From Caligari to Hitler: Weimar Cinema in Context

This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including *THE CABINET OF DR. CALIGARI*, *NOSFERATU*, and *THE LAST LAUGH* (Murnau); *METROPOLIS* and *M* (Fritz Lang); and *THE JOYLESS STREET* and *PANDORA'S BOX* (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: *KUHLE WAMPE* (with a screenplay by Brecht), Leni Riefenstahl's *THE BLUE LIGHT*, and Pabst's *THREEPENNY OPERA*. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's *THREEPENNY OPERA* and Irmgard Keun's novel *THE ARTIFICIAL SILK GIRL*.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM352**

Prereq: **None**

GRST253 The New German Cinema

This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Bertolt Brecht's theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing

terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM320, GELT253**

Prereq: **None**

GRST255 Newest German (and Austrian) Cinema

This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. We will look at films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM355**

Prereq: **None**

GRST257 Unfaithful: Relationships Between Film and Literature

This course will explore the inevitable, often productive tension between films and their literary sources. "Faithful" adaptations tend to be those that fail. Using the methods of the new field of adaptation studies, the course will consider cinematic-literary doublings from the beginning of the silent era (*Dracula* and *Nosferatu*) to the present time (Stefan Zweig's fiction and *The Grand Budapest Hotel*). In select cases, the focus will be directed more sharply on social and political motivations for literary adaptations.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM157**

Prereq: **None**

GRST260 The Agony and the Ecstasy: The German Novel and Novella

Starting with Goethe in the 18th century, German, Austrian, and Swiss authors have made major contributions to the literary genre of the novel and the sub-genre of the novella, typically shorter than a novel and restricted to one plot line. German prose works often grapple with profound philosophical questions, particularly those that bear on the meaning of life, the relation of the individual to society and to other individuals, the character of justice, definitions of ethics and morality, the nature and calling of the artist, and the tension between thought and emotion. In this course we will read, in English translation, longer or shorter works by some of the most significant and enduring authors writing in German between the 18th and 21st centuries. Particular attention will be paid to the portrayal of social and political issues, to narrative strategies and style, and to thematic continuities in the cultures of the German-speaking regions. We will also consider the challenges of translating fiction from one language and culture to another. Several films based on works read in the course will be viewed and analyzed. Ample opportunities will be provided for writing, in both expository and creative veins, and receiving detailed feedback.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT260, COL273**

Prereq: **None**

GRST261 Reading Nietzsche

Friedrich Nietzsche, trained philologist and self-proclaimed "free spirit," remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the "Dionysian," the "will to power," the "eternal return of the same," the "transvaluation of all values," and the "over-man," Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche's major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming art form. The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche's works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche's texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL297**

Prereq: **None**

GRST262 Museum Studies

This museum studies seminar introduces students to the history of art museums and current debates on the role of museums in today's society, as well as institutional practices and career paths. In addition, students will organize a group exhibition of artwork from the Davison Art Center collection, research objects, and write exhibition labels.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA360**

Prereq: **None**

GRST263 Inside Nazi Germany, 1933--1945

This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST263**

Prereq: **None**

GRST264 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933

Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST319, CJST319**

Prereq: **None**

GRST268 Understanding Modernity: Marx, Nietzsche, and Freud

The names of the writers and thinkers Karl Marx, Friedrich Nietzsche, and Sigmund Freud signal a revolution of thought in the 19th and early 20th centuries. This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key concepts such as interpretation, subject, history, politics/society, and religion/morality. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of much modern thinking.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT268, COL268**

Prereq: **None**

GRST272 Introduction to History: Germany from Napoleon to the Berlin Republic

Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in

the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST172**

Prereq: **None**

GRST274 In the Moment of Great Destruction: German Literature from 1600 to Today

German history has been characterized by immense upheavals, crises, and catastrophes, from the destruction of the Thirty Years War to Napoleon and the world wars. At times victims, at times perpetrators, Germans participated in and suffered from events that time and again destroyed established norms and traditions and called into question the very possibility and validity of human experience, morality, and sociability. As a result, German culture repeatedly faced the need to renegotiate how humans perceive and relate to their world, how people can unite to constitute a society, and how ethical standards can be upheld in amoral circumstances. In this course, we will examine the ways in which literary text combine aesthetic presentation with depictions of current chaos and universal or eternal laws to imagine livable lives in the face of uncertainty and adversity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST275 Creativity and Crisis: Germany 1918-1933

This course investigates the fascinating culture of the Weimar Republic, Germany's first, heady, and ultimately unsuccessful experience with democracy between the end of the First World War and the Nazis' rise to power. We will focus particularly on Berlin, coming into its own as Germany's first true metropolis, but will also look at Munich, another hub of cultural activity and the site of Hitler's early organizing activities. Among the topics to be studied may be the increasing influence of film, radio, and the press; modernism in literature; new impulses in art; the economic and social impact of hyperinflation and the Great Depression; changes in the roles of women; assertion of previously taboo gender identities; competing political ideologies; reactions to the immigration of Jews from Eastern Europe; the emergence of proletarian mass culture; and the observations of cultural critics such as Walter Benjamin and Siegfried Kracauer on the world taking shape before their eyes. We will also read works set in Berlin but written by outsiders (Isherwood and Porter).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL276, GELT275**

Prereq: **None**

GRST279 Good, Evil, Human: German Fairy Tales and Their Cultural Impact

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Deceptively simple, these little texts communicate and negotiate extraordinarily important and complicated messages about what it means to be human, to behave in acceptable ways, to have and control unwelcome desires, and to (be able to) imagine a better world. We will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms

undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT279, COL279**

Prereq: **None**

GRST280 Work: Its History and Future

In this course, we will explore one of the fundamental concerns of human existence: "the creation of man through human labor," as Karl Marx once put it. Marx's interest in self-creation through work and the possibility of overcoming all forms of alienated work is arguably at the heart of what we imagine living well means today. For many of us, an idle life without work has become unthinkable. We live to work and we work to live. Yet while we have become ever more immersed in intimate forms of immaterial labor (keeping in touch with clients at all times, collaborating via digital platforms no matter where we are, tackling our jobs with ceaseless enthusiasm and creativity), waged labor has diminished and might now be thought of as a rare good. Soon the work of truck drivers will be replaced by self-driving vehicles, and the bulk of industrial production will be designated to robots. Automation and artificial intelligence will increasingly restructure intellectual labor, like that of lawyers, accountants, and data analysts, as well. What may once have been the dream of a liberated life is now motivating a feeling of dystopian dread: Fear of losing one's job, of being replaceable, is an all too common feeling. The jobs that remain are demanding but often monotonous. Moreover, deindustrialization in Western countries has created real misery in what used to be the core zones of global wealth accumulation—a development that right-wing populists in the United States and in Europe have been eagerly exploiting to advance protectionist and racist politics. Against the social backdrop of precarious employment, stagnant wages, deindustrialization, the rapid expansion of vast unemployed and underemployed surplus populations, looming ecological disaster, and, crucially, the financialization of a structurally unstable global economy that seems to have exhausted its capacity for substantial growth in productivity, the future of work must be interrogated with renewed urgency. In addition to reading past and present theories of work, including some essential selections from Karl Marx and critical theory (e.g., Lukács, Adorno, Benjamin, Kracauer), Hannah Arendt's response to Marx in her distinction between labor and work, as well as recent academic work by feminists, affect theorists, and crisis theorists (e.g., Federici, Berlant, La Berge, Weeks, Clover), we will examine narratives and representations of work in films by Fritz Lang, Charlie Chaplin, Laurent Cantet, and Alexander Kluge, and literary texts by Brecht, Kafka, Dickens, Twain, Melville, Steinbeck, and Vonnegut. These thinkers and artists will give us a foundation for understanding the radical historical changes in the meaning of work in the past 200 years as well as its uncertain status in our immediate future.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL280**

Prereq: **None**

GRST286 Goethe, Schiller, and German Romanticism

This course covers a period of roughly 60 years that defined the shape of German literature and culture for good. In 1774, Goethe entered the literary scene with his epistolary novel THE SORROWS OF YOUNG WERTHER. In 1832, he published his final work, the second part of FAUST, and became immortal. With his earthly death, a period now known simply as the "Age of Goethe" [Goethezeit] came to an end. The tasks of this course will be twofold. We will first examine the aesthetics and core ideas of Goethe and his friend and occasional collaborator, Friedrich Schiller, the second major representative of Weimar classicism. We

will then contrast the ideals and works of Weimar classicism with the much more freewheeling and often deeply ironic intellectual and artistic production of German Romanticism as embodied in members of the Romantic circle around Dorothea von Schlegel and her lover and later husband, Friedrich, and Caroline Schlegel and her husband, August Wilhelm Schlegel (Friedrich's brother). The young and hip members of the Schlegel circle acted both as profound admirers of Goethe's achievement and as acerbic critics of what they perceived to be the stilted style of Weimar classicism. While Romanticism is often misunderstood as a cult of irrationalism, the German Romantics were closely allied to the transcendental idealism of Fichte and Schelling and advocated their own brand of a communal thinking or "symploosophy." The course will probe both the continuities and the antagonisms that characterize German literary culture in the Age of Goethe.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL293, GELT286**

Prereq: **None**

GRST301 Advanced Seminar in German Literature: Truth and Madness in German Literature, 1700 to 1830

What is real? What is true? And how can I know and access the real and the true? These perennial questions gained new urgency in the time period between 1700 and 1830, when a large number of long-held assumptions about society, culture, and the world in general were undergoing dramatic changes. Adherents of the Enlightenment and subsequent intellectual movements have almost always fought their battles against the established order by insisting that they were pursuing reality over appearance and truth over falseness and madness. This strategy of positioning oneself on the side of truth and one's opponents on the side of lies and insanity is still employed in discourse today and is often difficult to combat in the interest of attaining a more nuanced understanding of reality. In this seminar, we will look at some of the seminal literary texts of the period between the rise of the Enlightenment and the beginning of industrialized modernity to try to understand how truth and reality were strategically employed, why it seemed to make sense to contrast reality with madness, and what happened when the line between the real and the unreal, truth and lie, became blurred. The course will combine close readings with investigations of the relationship between the texts and their historical contexts. It will apply the insights gained from analysis of the literature and history to contemporary concerns and debates. Students will improve their written and spoken German and learn to make detailed and complex arguments.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST217 OR GRST251S OR GRST252S**

GRST302 Forward, Without Forgetting: The GDR in Literature and Film

In 1949, postwar Germany officially split into two separate countries with the formation of the German Democratic Republic. Also known as East Germany, the GDR was isolated from the Western world for four decades, but it developed its own, equally rich literary and cinematic cultures. By looking at a range of textual and visual sources, students will engage critically with ways of understanding this "other" Germany and its distinctive cultural expressions, ideology, and history, including the role of the government and the Stasi. We will also explore phenomena such as the "Ostalgie" and retro-chic that manifested themselves after the Fall of the Wall in 1989. We will read works by Christa Wolf, Wolf Biermann, and Monika Maron, among others, and watch films and TV-series produced before and after unification.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT302, COL291**

Prereq: **GRST217**

GRST310 Newest German Literature

This seminar is designed to introduce students to literary texts written in the German language in the past few years. Because the texts we will read are of such recent vintage, they are not yet part of a literary canon: What their significance is and how and why we should read them is far from settled. For this reason, this seminar will fulfill a twofold task: (1) It will critically engage with some of the most cutting-edge literary writing currently being done in the German language; and (2) it will offer extensive opportunities to explore and critique how these texts deal with contemporary social issues such as the ongoing refugee crisis and the revival of nationalist and authoritarian politics, or the accelerating socio-economic inequality and disintegration of the European welfare states. This seminar is part of a collaboration between the German Departments at Wesleyan and the University of Minnesota. Some assignments require that students collaborate with their peers at the partnering institution. The two instructors will co-teach one session at each institution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST334 Production and Performance of a German Play

This course entails the intensive study and performance of a play from the German-speaking repertoire. All aspects of production, including costuming, directing, technical aspects (where possible), and preparing the program, will be in the hands of the student. The course offers students the opportunity not only to improve their language skills, but also to encounter one of the world's richest theater traditions. We will spend the first few weeks approaching the play from various historical and theoretical angles, and the remainder to plan and prepare the performance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **THEA334**

Prereq: **(GRST101 AND GRST102)**

GRST335 Deutschland "Multikulti": Expressions of Germany's Cultural Diversity

That Germany is an ethnically and culturally homogenous country is a myth cultivated by the Nazis. Germany's position in the center of Europe has made its geographical and cultural identity fluid and the make-up of its population diverse at least since the Migration of Peoples (ca. 200--800 CE). Adding to the ethnic and cultural mix were influxes of Jews during the Middle Ages and later; the incursions of armies from all over Europe during the Thirty Years' War; the 17th-century immigration of French Huguenots to Prussia; the redrawing of borders after both world wars; marriages and liaisons between black GIs and German women after WWII; and, during the labor shortage that followed World War II, the arrival of guestworkers from southern and eastern Europe and Turkey, many of whom ended up staying. Refugees also came from Eastern Europe during the Soviet era and during the Bosnian War, and for certain people not motivated by political or economic oppression Germany has proved an attractive destination. In this course we will focus on works of fiction and non-fiction by immigrants or descendants of immigrants, all of whom write in German, whether as their first or second language. Among the topics we explore will be homesickness; interactions with the bureaucracy; use of and perspectives on language; questions of citizenship and identity, assimilation, and integration; cultural misunderstandings; and encounters with bigotry and xenophobia. The experiences of Afro-Germans and the most recent immigrants from the Middle East and Africa will receive particular attention.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

Hannah Arendt's *Eichmann in Jerusalem* (written at Wesleyan's Center for Advanced Studies in 1962) is often reduced to the easily misunderstood phrase "the banality of evil." This seminar will seek to account for the explicit and implicit theoretical claims of Arendt's work. The course will be divided into two parts: In the first, we will explore in-depth *Eichmann in Jerusalem* and its controversial reception in conjunction with Arendt's evaluation of the faculty of judgment as elusive yet decisive in establishing a viable moral philosophy after Auschwitz. We will conclude our study of Arendt with her lectures on Kant's *Critique of the Power of Judgment*, a work that she treats not as Kant's aesthetics but rather as his (unwritten) political philosophy. The second part of the seminar will be dedicated to literary depictions of trials and/or texts that have themselves a trial-like structure. Our literary case studies include texts by Kleist, Kafka, and Peter Weiss. The ultimate purpose of the seminar is to study and critique procedural (and this includes literary and juridical) evaluative mechanisms that allow the truth of inhuman acts to come to light. Thus, we will examine the rules, procedures, and language games that are instrumental in making ineffable events appear.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM340, COL340**

Prereq: **None**

GRST342 Reality and Escape: Four Contemporary German Novels

In this advanced seminar, we will read and analyze four contemporary German novels that range from attempts to convey detailed accounts of how we live under the conditions of an all-pervasive capitalist system to novels that allow us to escape to other worlds, either in (imagined) history or entirely in our fantasy. Our objectives are threefold: We want to (1) come to a genuine understanding of what kinds of novels have been written in Germany since the turn of the century; (2) analyze our four novels with regard to how they represent (or refuse to represent) historical and social reality; (3) arrive at a better understanding of what it means to refer to a work of literature as "contemporary": does it mean, simply, that the text was written in recent years, or are we justified in demanding that the text somehow convey a truthful image of the historical time that we inhabit now? Under the rubric "reality," we will read and discuss Ernst-Wilhelm Händler's *WENN WIR STERBEN* (2002) and Rainald Goetz' *JOHANN HOLTROPP: ABRISS DER GESELLSCHAFT* (2012). Under the rubric "escape," we will read and discuss Christian Kracht's *IMPERIUM* (2011) and Felicitas Hoppe's *PARADIESE, ÜBERSEE* (2003).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL316**

Prereq: **None**

GRST362 Pop and Literature After 1968

This course will explore a type of postwar German literature called *Popliteratur*. Drawing on the Beat poets, pop art, popular culture and, in particular, American and British underground music and DJ culture, *Popliteratur* first emerged in the wake of the antiauthoritarian revolts of 1968 and had its most productive decade in the 1990s. More elusive than any determinate genres, *Popliteratur* encompasses a variety of expressive forms, ranging from the collage to the novel. Texts classified as *Popliteratur* experiment with inherited literary forms; embrace new media; undermine the value hierarchy between high and low cultures; are often concerned with an ecstatically experienced present rather than the

past; affirm a consumerist and brand-aware lifestyle; are obsessed with quoting, collecting, cataloging, and archiving knowledge of music, fashion, films (and related popular cultural codes); incorporate deconstructive theories of gender and subjectivity; and, finally, undermine the predominant aesthetic, moral, and political values represented by the media and education establishment. Our two main interests in this seminar will be (1) to situate *Popliteratur* in its relevant historical, cultural, and political contexts, and thus, to better understand German culture and society after the decisive generational caesura of 1968; and (2) to analyze the immanent poetics of *Popliteratur*: According to what principles is a pop-literary text constructed and what is its mode of signification? In other words, how does it remain meaningful as literature even as established norms of literary form are rejected?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST379 German Fairy Tales: Brüder Grimm and Beyond

In this advanced-level German course, we will read selected fairy tales from the Grimm collection and other texts, investigate the historical context in which the Grimms undertook their ambitious project, learn about ways in which scholarship has framed fairy tales, and discuss adaptations of the fairy-tale tradition in films and texts of the 20th century in Germany and the US. Most readings and all discussions are in German.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **None**

GRST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

GRST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

GRST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRST465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

GRST466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

GRST469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

GRST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

GRST492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

GOVERNMENT (GOVT)

GOVT108 Public Opinion and American Democracy

Central to the concept of a representative democracy is the idea that citizens hold elected officials accountable for the policies they enact (or fail to enact). Yet ordinary American citizens know little about politics and often appear as if they have few consistent opinions. Still, elected officials, aspiring candidates, media, and organized interests spend considerable time scrutinizing political polls, which are increasing in number. Can citizens be uninformed and public opinion informative at the same time? If so, what are the implications for democratic representation? This seminar will introduce the ways in which public opinion is measured, where opinions or attitudes come from and how they are changed, the determinants of vote choice, and the relationship between public opinion and policy outcomes. This course does NOT count toward the government major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT110 The American Constitutional Order

This course introduces students to the American constitutional order and to key concepts associated with constitutional design and governance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT151 American Government and Politics

This course introduces the "building blocks" of American politics and government at the national level. It has four main parts: (1) foundations of our governmental system, (2) political institutions and the way they generate policy, (3) politics at the level of the individual citizen and the mechanisms that link the masses to elites, and (4) how all the factors come together in the making of public policy. We will scrutinize insider accounts of politics, scholarly work on governmental processes, and popular debates on issues and institutions. In addition, we will discuss why Americans are often so unhappy with their politics and politicians and the challenges faced by elected officials attempting to meet a wide scope of public demands. This course is designed specifically for first-year students.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT155 International Politics

This introduction to international politics applies various theories of state behavior to selected historical cases. Topics include the balance of power, change in international systems, the causes of war and peace, and the role of international law, institutions, and morality in the relations among nations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT157 Democracy and Dictatorship: Politics in the Contemporary World

In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts such as democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT158 Writing the World

How do U.S. newspapers and magazines frame world politics? How adequate is their coverage of ongoing crises and breaking stories around the world? The course will involve reading some classic texts of political journalism and some political novels (such as Orwell's *HOMAGE TO CATALONIA* and Vargas Llosa's *THE FEAST OF THE GOAT*). We will also read current articles on contemporary politics from a variety of sources. Students will be assigned to write alternative sources, both reporting and opinion, on current events of their choice. The topics covered will include military conflicts, elections and political crises, and economic stories. We will of course assess the impact of the Web (e.g., blogs, YouTube) on news coverage.

Offering: **Host**

Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT159 The Moral Basis of Politics**

An introduction to upper-level courses in political theory, the course considers the basic moral issues that hedge government and politics: Under what, if any, circumstances ought one to obey the laws and orders of those in power? Is there ever a duty to resist political authority? By what values and principles can we evaluate political arrangements? What are the meanings of terms like freedom, justice, equality, law, community, interests, and rights? How is our vision of the good society to be related to our strategies of political action? What are the roles of organization, leadership, compromise, and violence in bringing about social change? Readings will include political philosophy, plays, contemporary social criticism, and modern social science.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT201 Applied Data Analysis**

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-QAC**Identical With: **QAC201, SOC257, PSYC280, NS&B280**Prereq: **None****GOVT203 American Constitutional Law**

This course examines the historical development and constitutional principles of American government including inquiries into federalism, national and state powers, separation of powers, checks and balances, and due process. The primary focus will be on case law of the Supreme Court from the Marshall Court to the present.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT205 The Judicial Process**

This course is an introduction to the judicial process in the United States. It introduces students to the nature of legal reasoning and the structure of the legal process, both at the federal and state level. We will examine how the legal process works to resolve private disputes between citizens, how the participants in the process understand their roles, and how the logic of legal reasoning influences not only the participants but the wider community. This is an introductory-level course.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT206 Public Policy**

Public policy describes the rules and actions embraced by the government to achieve a variety of social goals. This course will begin with an exploration of the policy process and the challenges of defining problems, designing policies, and implementation. The remainder of the course will be devoted to the examination of several public policy areas, including criminal justice, social welfare, economic policy, and environmental regulation. While attention will focus on U.S. policies, we will routinely consider how they compare with those of other nations. By integrating theoretical literature with more detailed consideration of the origins and development of key domestic policies, the course aims to develop analytical skills and an appreciation for the technical and political complexities of policy making.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Identical With: **ENVS206**Prereq: **GOVT151****GOVT214 Media and Politics**

Mass media play a crucial role in American politics, as citizens do not get most of their information about the workings of government from direct experience but rather from mediated stories. This course examines the evolving relationship between political elites, mass media, and the American public.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT215 Congressional Policy Making**

This course is an introduction to the politics of congressional policy making--how the way we elect our members of Congress affects the way they perform in Congress. We will focus our attention on changes in the legislative process over the past several decades and how these changes have influenced the relations between members and their constituents, between the two parties, between the House and Senate, and between Congress and the president.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT217 The American Presidency**

This course surveys the institutional and political development of the Presidency of the United States. We examine the constitutional framework establishing the executive branch, including the unique manner of presidential election, and analyze the politics of presidential leadership. Topics to be discussed include the presidential nominating and election process, the use and growth of presidential power, the rise of the presidential branch, and the relationship of presidents to other political elites and the party system.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT220 American Political Economy**

Political economy addresses a wide range of issues, including the ways in which public policies and institutions shape economic performance and the distribution of economic power, the impact of public policies on the evolution of economic institutions and relationships over time, and the ways in which economic performance impinges upon governmental decision making and political stability.

This course examines the American political economy. We are thus concerned with examining the above-mentioned issues to better understand how patterns of state-economy relations have changed over the course of the past century and the ways in which this evolutionary process has affected and reflected the development and expansion of the American state. The course will begin with an examination of competing perspectives on property rights, markets, the state, labor, and corporations. It will turn to an exploration of the political economy as it evolved in the past century and end with a discussion of contemporary challenges.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT221 Environmental Policy

This course explores the history of U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will examine several alternatives to public regulation, including free-market environmentalism and association- and standards-based self-regulation. Although the course focuses primarily on U.S. environmental policy, at various points in the course we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **ENVS221**

Prereq: **None**

GOVT232 Campaigns and Elections

This course introduces students to the style and structure of American campaigns and how they have changed over time. We also consider academic theories and controversies surrounding campaign "effects" and whether or not parties, media, campaigns, and elections function as they are supposed to according to democratic theory. Students will read, discuss, and debate classic and new scholarship in the field of political and electoral behavior.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT238 American Political Parties

This course explores the origins, purposes, roles, and consequences of political parties in the American political system. After a brief consideration of the broader theories behind political party systems, we will turn our focus to the party system in the United States. V. O. Key (1964) presented a tripartite definition of political parties that we will use to structure our exploration of parties for the rest of the course: party as organization, party in government, and party in the electorate. In these sections, we will address political party polarization, party identification, parties' fundraising, and many other related topics. From this rich examination of political parties in the U.S. context, we will discuss why parties exist and enable democracy, but also discuss their potential flaws and failures.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT239 Racial and Ethnic Politics

This course is a historical and contemporary examination of the role of race in American politics and the political behavior of African Americans, Asian Americans, and Latinos in the U.S. Topics will include, but are not limited to, racialization and the persistence of racial segregation in the 21st century, racial and ethnic group identities and consciousness in shaping minority political attitudes and behavior, challenges of minority representation, the role of race in campaigns, and the complex relationship between minorities and America's two major political parties.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT151**

GOVT242 Gay and Lesbian Politics

In the past 15 years there has been a meteoric and unprecedented shift in attitudes in the United States toward gay marriage and toward lesbian, gay, bisexual, and transgender (LGBT) individuals, yet many obstacles to LGBT equality remain. This course will include a broad discussion of public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBT individuals in the U.S. context; a history of the LGBT movement; and a focus on institutional constraints on issues such as marriage equality, adoption rights, employment nondiscrimination, and transgender equality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT247 Intersecting Identities in Policy and Public Opinion

In our increasingly diverse society, most Americans identify with more than one group. These multiple identities often align with conflicting policy choices, such as when a Democratic parent may support increased social services spending from a partisan perspective but may also worry about the increasing national debt as a parent. Democracies rely on citizens to freely express preferences (Dahl, 1989). Given the significance of identity, political elites often work to prime identities that will win over the most supporters. While political scientists have investigated the role of identity and identity strength in shaping political preferences, less is known about how these identities compete with one another. This course will introduce social identity theory as well as in-depth discussions of the major identities that affect political and social behavior, including, but not limited to, race and ethnicity, gender, income and class, sexual orientation, and partisanship. We will then turn to how these identities can overlap and conflict with each other and how the intersections of these and other identities can shape political discourse and rhetoric, media/information consumption, attitude formation, and political behavior.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT250 Civil Liberties

This course, the politics of civil liberties, introduces students to a uniquely American contribution (one that other Western democracies have freely emulated) to the practice of politics: the written specification of individual liberties and rights that citizens possess against the state. This is not, however, a course on law. It is, instead, a course in political science that has as its subject the relationship of law to some of the most fundamental questions of politics. Topics covered will include privacy, due process, equal protection, freedom of expression, and freedom of religion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT252 National Security Law**

This course explores the legal questions raised by historical and contemporary national security issues and policies. We will focus on how to approach national security questions by understanding the fundamental legal tenets of national security policies, the analyses used by courts and administrations to confront various intelligence and terrorism issues, and theories of how to balance the interests of national security with civil liberties. Topics covered include presidential power, intelligence collection and covert action, the Fourth Amendment and electronic surveillance, and the detention, interrogation, and trial of suspected terrorists.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT253 The American National Security State**

In this course we will focus on the rise of the national security apparatus in the U.S. through the second half of the 20th century. This topic deals with political issues that are often characterized as "intermestic" because they occur at the point of intersection between domestic and international politics. Accordingly, we will examine the ways in which external forces influence internal state-building. We will also consider the choices and implications of policies designed to provide for what President Roosevelt famously called "freedom from fear.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT270 Comparative Politics of the Middle East**

This course provides an overview of the political landscape of the contemporary Middle East and North Africa, focusing on domestic social and political issues. Exploring both the region as a whole and particular case studies, the course examines what accounts for the democratic deficit in the region, how we can understand the Arab Spring, and what challenges and opportunities lie ahead.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT271 Political Economy of Developing Countries**

This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Identical With: **LAST271, CEAS271**Prereq: **None****GOVT272 South Asian Politics**

When India gained independence from British Rule in 1947, democracy was not expected to last in the heterogenous and poor sub-continent. Yet, democracy

has thrived in India for almost 70 years and, more recently, other South Asian countries have democratized. What explains this unexpected trend? Is there a connection between colonial legacies and South Asian democratization successes (and failures)? After an overview of caste, religion and language in the region, this course explores South Asian politics by examining the historical and institutional development of democracy in India, Pakistan, Bangladesh, Nepal, and Sri Lanka. In particular, we will examine how the politics of accommodation and good institutional design have affected the persistence of democracy on the sub-continent, and we will also consider relevant policy implications.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT274 Russian Politics**

The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. While the focus of the course is Russia, students will also study the transition process in the other 14 states that came out of the Soviet Union. Topics include political institutions, social movements, economic reforms, and foreign policy strategies. The course will include a role-playing simulation of Kremlin decision making that will run over several weeks.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Identical With: **REES280**Prereq: **None****GOVT275 Contemporary Indian Politics**

In this broad survey of contemporary India, we will examine major political, economic, and social developments of the past quarter-century. With the defeat of Rajiv Gandhi and the Congress Party in the 1989 general elections, India entered a period of coalition governments and more robust multiparty competition. This era has also been one of increasing urbanization, economic liberalization, international trade, and financial globalization. In light of dramatic domestic and international upheavals, what have been some of the successes and challenges of Indian political institutions? We will consider the causes and consequences of changes in historical and comparative context, paying special attention to distributive justice. Despite rapid economic growth, as well as a burgeoning middle class, poverty and other social divisions and dilemmas stubbornly persist. How have political and economic gains been distributed, and how have ordinary Indian citizens fared?

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Prereq: **None****GOVT276 Arab Spring and Aftermath**

The course explores the complexities of political change in the Middle East and North Africa by narrowing in on the series of protests that became collectively known as the "Arab Spring." Drawing from theories of democratization and contentious politics, the readings examine both general patterns across the region and the political dynamics of individual cases. We will ask, for instance, why authoritarianism has persisted in the Middle East, what explains the variation in protests and in government responses, and what factors shape political reform and the prospects of stability and democratization moving forward. At the same time, we will also follow the turn of events in several key

cases such as Tunisia and Syria; attempt to understand what factors led to the gradual progression from euphoria to despair in countries like Egypt, Libya, and Yemen; and reflect on why the revolutionary spark did not catch on in certain countries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT278 Nationalism

Nationalism is the desire of an ethnic group, a nation, to have a state of its own. Nationalism emerged as a powerful organizing principle for states and social movements in the 19th century and was integral to the wars and revolutions of the 20th century. This course examines rival theories about the character of nationalism and tries to explain its staying power as a political principle into the 21st century. It looks at the role of nationalism in countries such as the U.S., France, India, China, and Japan, and nationalist conflicts in Northern Ireland, Quebec, Yugoslavia, the former U.S.S.R., and Rwanda. The course is reading- and writing-intensive.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT280 Social and Political Changes in Korea

Korea is currently the only divided country in the world, with two different political systems--democracy and dictatorship. This course explores developments on the Korean peninsula in the modern to contemporary period. We will examine social change, demography, culture, politics, and economy, as well as various social and cultural issues facing Korean society today.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **CEAS160**

Prereq: **None**

GOVT281 Democracy and Social Movements in East Asia

Despite East Asia's reputation for acquiescent populations and weak civil society, the region has been replete with social movements. This course assesses the state of civil society in East Asia by surveying contemporary social movements in the region. We will examine the rise of civil society and its role in political and social changes in both authoritarian and democratic societies in East Asia.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **CEAS205**

Prereq: **None**

GOVT282 African Politics

This course introduces students to contemporary African politics from the colonial period to the present. We analyze independence movements, the rise of authoritarianism, the challenges of economic development, violent conflict, and processes of democratization and nation-building that have shaped the lives of people across the continent. The course also examines persistent themes and theoretical debates including the role of ethnicity and gender, foreign aid, and new forms of protest politics in the social media age. By combining historical and thematic materials, students learn how varied country histories help explain current political institutions, levels of stability and economic opportunity, and modes of social and political participation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT284 Comparative Politics of Western Europe

The leading nations of Western Europe--Great Britain, France, Germany, and Italy--have developed vibrant economies and stable democracies that differ in important ways from those of the U.S. and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong German economy? How can we make sense of the Italian "second republic"?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT285 Losers of World War II

This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS280**

Prereq: **None**

GOVT286 European Integration

Today's European Union is a study in contrasts. Since its creation in the Treaty of Paris in 1951, the EU has grown from a six-country coal and steel community into a policy-making behemoth whose 28 member states form the largest economy in the world. Along with an unprecedented degree of international integration, however, the Union now also faces growing skepticism from some of its oldest member states and a common-currency project in a state of apparently perpetual crisis. In this course, we will survey the history, theory, and institutions of European integration with an eye to analyzing the present and guessing the future of the EU. Why did the European Union come about? How does it operate? And what will remain of the European project 20 or 50 years from now?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT292 Representing Gender in Politics and the Media

This course examines the representation of gender in media coverage of politics. The course begins with political theory literature on the act of representation. What does it mean to represent someone? Political scientists have considered substantive and descriptive representation, among other types. Under what circumstances is one approach preferable for representing gender? How might these concepts be linked? The course extends these questions to the realm of

news media, investigating differences in how female and male politicians are portrayed in the media, how viewers and readers react to these portrayals, and how politicians themselves attempt to craft a gender strategy that will enable their political success. The course examines these issues in cross-national perspective with the goal of understanding how representations of gender vary according to cultural context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM348, FGSS347**

Prereq: **None**

GOVT295 Korean Politics Through Film

This course explores the contemporary politics of Korea. Through course readings, films, and documentaries, we will examine how the tumultuous history of modern Korea has contributed to present political conditions in South and North Korea. Topics covered include Japanese colonialism, the Korean War, modernization, dictatorships, democratization, globalization, and inter-Korean relations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS206**

Prereq: **None**

GOVT296 Politics in Japan

This introductory course in politics in Japan begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas: industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS296**

Prereq: **None**

GOVT297 Politics and Political Development in the People's Republic of China

Despite the collapse of the U.S.S.R. and Eastern European Communist regimes since 1989, the People's Republic of China (P.R.C.) has retained a one-party regime while it continues its economic reforms begun in 1978, before reforms in other communist countries got under way. In contrast with former communist regimes, the P.R.C. is attempting socialist market reforms while retaining the people's democratic dictatorship under the leadership of the Chinese Communist Party. We will examine the politics of this anomaly, study several public policy areas, and evaluate the potential for China's democratization.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS297**

Prereq: **None**

GOVT298 Terrorism and Film

This course uses the prism of cinema to address some of the major debates surrounding terrorism. The first part of the course is devoted to understanding terrorism. It explores the root causes of violence as well as the reasons why individuals and organizations turn to violent tactics. The second part assesses the implications of terrorism for U.S. foreign policy and for the definition of security. Films throughout the course contextualize the theoretical issues and

address the question of political violence from alternative perspectives: those of the perpetrators of violence, victims, soldiers, government officials, and police officers. Films will be watched outside of class. Class discussions will address both theoretical issues and the portrayal of terrorism in films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT299 Politics and Security in Asia

Are the countries of East and Southeast Asia headed toward greater cooperation or toward increased conflict? This course assesses political and security conflict and cooperation in the post--Cold War era in China, Japan, South Korea, Taiwan, and Southeast Asia. The first part of the course introduces the theoretical issues at stake and reviews the historical backgrounds of the countries involved. The second part analyzes contemporary political and security issues, including territorial disputes over islands in the South China Sea, tensions between China and Taiwan, Japan's security policy, conflict on the Korean peninsula, arms control, international organizations, and bilateral and multilateral relations. The last part of the course outlines potential future scenarios for security and cooperation within Asia and between the countries of Asia and the rest of the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS299**

Prereq: **None**

GOVT302 Latin American Politics

This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include, Why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **LAST302**

Prereq: **None**

GOVT303 The Evolution of War

While most societies condemn physical violence between individuals, they condone and encourage collectively organized violence in the form of warfare. War is obscene, yet all modern societies have engaged in warfare. This course will examine war as a social, political, and historical phenomenon. We will look at the way in which wars have led to the consolidation of political power and the acceleration of social change, as well as the relationship between military service and the concept of citizenship. The course also examines the crucial role played by technology in the interaction between war and society. Films and novels will be examined to test to what extent these literary works accurately reflect, or obscure, the political, social, and technological logic driving the evolution of war. Our examples will include warfare in premodern society, the gunpowder revolution in early modern Europe and Japan, the American Civil War, colonial wars, World War I, World War II, Vietnam, and Iraq.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-GOVT**
 Prereq: **None**

GOVT304 Environmental Politics and Democratization

This course explores the role that environmental movements and organizations play in the development and transformation of democratic politics. It examines the political role of environmental movements in nondemocracies, transitioning democracies, and advanced democracies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS304, ENV304**

Prereq: **None**

GOVT306 Land and Conflict in a Global Perspective

For much of the world's population, land sustains livelihoods, shapes identities, and provides a source of investment and security. Yet the centrality of land in everyday life also means that it can become a source of contentious politics and violence. This course explores the meanings that people attach to land, the institutions that affect land access and security, and the mechanisms through which land shapes conflict. We also consider how a close focus on land affects policy debates around issues such as economic development, food security, and post-conflict peacebuilding. The course examines these questions in several country contexts including Kenya, China, Indonesia, Colombia, and Afghanistan. The course is interdisciplinary in its approach and should appeal to students interested in peace and conflict issues, environmental politics, international development, and human rights.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT311 United States Foreign Policy

This course provides a survey of the content and formulation of American foreign policy with an emphasis on the period after World War II. It evaluates the sources of American foreign policy including the international system, societal factors, government processes, and individual decision makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT314 Public Opinion and Foreign Policy

The relationship between leaders and the public remains a core concern of democratic theorists and political observers. This course examines the nature of public views on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions with a focus on the U.S. We will consider the role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and economic issues. Finally, the public's influence will be examined across a range of specific decisions. This course provides an

intensive examination of a very specific area of research. As such, strong interest in learning about public opinion and foreign policy is recommended.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT322 Global Environmental Politics

This course examines various perspectives of global environmental politics. Issues covered vary but may include trade-environmental conflicts, environmental justice, climate change, biodiversity, and management of water resources. The course will consider the actors involved in these issues and the design and use of international institutions for managing international cooperation and conflict on these issues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT324 Africa in World Politics

This course examines Africa's role in world politics beginning with the continent's first modern contacts with Europeans and subsequent colonization. The dominant focus, however, will be on contemporary patterns of international relations, considering how African political actors relate to each other and to the rest of the world--especially China, Europe, and the U.S.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT325 Solving the World's Problems: Decision Making and Diplomacy

This course represents a hands-on approach to decision making and diplomacy. It is designed to allow students to take part in diplomatic and decision-making exercises in the context of international political issues and problems. Important historical decisions will be evaluated and reenacted. In addition, more current international problems that face nations today will be analyzed and decisions will be made on prospective solutions. Finally, various modern-day diplomatic initiatives will be scrutinized and renegotiated.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT329 International Political Economy

This course is an applied introduction to the study of the politics of the major issues of international economic relations today: globalization, trade, monetary relations, imperialism, debt, foreign direct investment, resources and energy, development, international migration, and the environment. Emphasis will be placed on learning about the main issues of international economic relations through reading and discussing issues, but principally by applying what has been learned in real-life scenarios. There will be extensive team work and verbal presentations in this class. The final assignment will be entrepreneurial in nature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT331 International Law

International law plays an increasingly important role in global politics. This course will examine the interaction of law and politics at the international level

and how each influences the other. The course will examine the sources of international law; the roles played by international organizations such as the United Nations, the World Trade Organization, and the International Criminal Court; and the roles played by various participants in global governance, including both state and nonstate actors. We will focus on several key issue areas, such as human rights, economic governance, the use of force, war crimes, and terrorism. Today it is impossible to completely grasp global politics without an understanding of international law; this course is offered to bridge that gap.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT332 Psychology and International Politics

Trust, personality, reputation, honor, emotions. These concepts are at the heart of international decision making. This course will address research in psychology and political science related to these topics that helps us understand how leaders behave toward other nations and why, for instance, they engage in conflict or acquire nuclear weapons.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT333 International Organization

Nations have increasingly attempted to manage their interdependence through the use of international organizations. This course represents a systematic study of these organizations: their structures, impact, success, and failure. Emphasis will be placed on analyzing competing theories of international organization and evaluating current debates over the performance of these organizations in today's most important international issue areas: security, economic efficiency, economic redistribution, human rights, hunger, health, and the environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT155**

GOVT334 International Security in a Changing World

Although we no longer fear the central threat of global nuclear war that infused the Cold War, we now face myriad threats that appear to belie easy solutions. This course considers alternative ways to conceive of international security and how differences in these perspectives can affect our response to international threats. The course focuses on the relationship between force and international security; the prospects for peace and conflict in specific regions of the world such as Asia, Latin America, and Africa; and some vexing issues such as terrorism, nuclear proliferation, nationalism and ethnic conflict, economics, environmental issues, and disease.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT335 Territory and Conflict

Conflicts over territory are among the most contentious and intractable in international relations. In this course, students will develop an understanding of when, why, and how territory has played a role in the history of international conflict and explore how the role of territory in conflict has changed over time.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT337 Virtue and Glory: Classical Political Theory

How shall we think about public life, our "life of common involvements"? This course is a survey of premodern political theories, with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes will include the nature of political community and its relation to the cultivation of virtue, the relation of politics to economics, the origin of the ideas of law and justice, and the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, Alfarabi, Maimonides, Aquinas, and Machiavelli.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT338 Modern Political Theory

This course surveys major thinkers in political philosophy in Europe from the 17th to 19th centuries. Attention is given to the historical context of thinkers, their influence on one another, and the contemporary relevance of their thought. Topics addressed will include the relation among philosophy, language, and politics; the meaning and foundations of rights; the notion of property; the idea of social contract; the ideas of state sovereignty and individual autonomy; the role of reason in politics; the role of nature and natural law in politics; the concepts of liberty, equality, and justice; the idea of representation; the meaning of liberalism and the relationship between liberalism and democracy; the role of toleration; and the relation among identity, recognition, and politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT339 Contemporary Political Theory

This course examines a number of important 20th-century theories of politics. Major issues include the role of reason in grounding the basic values and principles of our moral and political lives, the moral and conceptual foundations of liberal and civic republican democracy, and critiques of liberalism from communitarian, critical theory, and postmodern perspectives. This course, together with GOVT337 and GOVT338, provides a survey of major Western political theories; at least two of these courses are recommended for students concentrating in political theory.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT340 Global Justice

This course examines the moral and political issues that arise in the context of international politics. Is the use of violence by states limited by moral rules, and is there such a thing as a just war? Are there human rights that all states must respect? Should violation of those rights be adjudicated in the international courts? Are states justified in enforcing such rights beyond their own borders? Is a system of independent states morally legitimate? What, if any, are the grounds on which states can claim freedom from interference by other states and actors in their internal affairs? Must all legitimate states be democracies? Do states and/or individuals have an obligation to provide assistance to foreign states and citizens? Are there any requirements of international distributive justice?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT342 Forms of Freedom: Anarchism, Socialism, and Communitarianism

What is freedom, and what political forms might it take? We will examine 19th- to 21st-century anarchist, socialist, and communitarian thought in Europe and America: ideas of communal freedom and individual liberty; the state and civil society; deliberation, choice, and emotion; and authority, technology, power, and passion. Am I at liberty to do what I will? Or does social life require "the freedom to bind oneself in the pursuit of one's ultimate ends to the available means" (Lowith)? Does freedom require reason to understand freedom's grounds and virtues? We will thus also look at necessity--natural, existential, military, political--to see its effect on freedom.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT343 Political Representation

With national political campaigns heating up, it's a good time to ask, Why do we have political representation? Is it inferior to direct democracy? Is a representative supposed to stand and act for the people who elected him or her, for the party platform, for the entire constituency, or for his or her own conscience about what is right? We will read theoretical and empirical works on America and other countries and study social movements and political parties as key mediating institutions. We will ask how representation connects the individual to governing and to sovereignty, citizenship, identity, and community. And, how do new forms of democratic representation contribute to regime change?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT344 Religion and Politics

The Islamic State movement challenges state borders and the separation of mosque and state. Can theocracy be justified in political theory? In contrast, how can an organized religion accept public constitutional boundaries and rule? Can the concepts of law in religion and politics be reconciled? Should church and state be separate, and if so, how? How has religion affected political institutions, and, in turn, been affected by them? Which religious values are compatible with democracy, and which ones go beyond democracy? We will explore the relation of three monotheisms--Judaism, Christianity, and Islam--to political life in nation-states and empires through theoretical and empirical readings from ancient, medieval, and modern times.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT345 Citizenship and Immigration

This course examines the concept of citizenship and explores its connection to immigration, ideas of membership, political rights, and processes of incorporation as well as integration. Some of the core questions we will pursue include: What responsibilities do liberal democracies have to immigrants? How should we conceive of citizenship? Should we think of citizenship as a formal political and legal status? As an entitlement to a set of rights? As active participation in self-governance? As an identity? Or, something else entirely? How have racial, ethnic, gender, and class identities and hierarchies shaped the access people have to rights and formal membership? Finally, we will evaluate how political thinkers have argued for the inclusion and exclusion of immigrants

into the political community. Most of our readings for the term will be drawn from legal theorists and political philosophers; we will also read some work by historians, political scientists, and sociologists for historical context and background.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT346 Foundations of Civic Engagement

The promise of democracy is that citizens can act together to shape the conditions of their collective lives. This class examines that promise, focusing on the ways in which civic engagement can contribute to its realization. We examine civic engagement both as a theoretical perspective on citizen participation and an active practice. What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civil society generally? What role should experts play in democratic politics, and how can expertise be squared with democratic equality? What, if any, responsibility does the University have to promote civic engagement?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CSPL201**

Prereq: **None**

GOVT349 Resistance and Revolution

What is a political revolution and how do you know? What is distinctive about political resistance, and when do such acts succeed in expanding human freedom? Students in this course will read great works in political theory on the concepts of human resistance and political revolution. Examining cases such as the French Revolution, India's independence movement, the Algerian War, and the Revolutions of 1989 in Eastern Europe, we will ask how various theories of revolution, resistance, and regime change shaped political debate in the public and private spheres. Core thinkers we will examine include Hannah Arendt, Emmanuel-Joseph Sieyès, Edmund Burke, Olympe de Gouges, Václav Havel, Albert Camus, and Mahatma Gandhi. This course prompts students to explore the historical contexts in which the respective authors produced their texts and to consider the ways in which their ideas of resistance and revolution emerged from their political landscapes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT350 Citizens and Existentialism

Citizenship affirms shared meanings. Existentialism highlights the absurdity of the world. Can these two attitudes co-exist? Social theory in France built a civic republican politics while also seeking to replace old meanings. Civic republicans affirm liberty, citizen equality, and civic virtue; existentialists rediscover fraternity, sorority, and human decency. Can France's experience be applied generally? We will explore how, when central meanings begin to break down, individuals create community. Which institutions help and hinder the project of citizenship?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT351 Politics and Free Will

Machiavelli, in *THE PRINCE*, thinks that Fortune rules about half our actions, but she allows the other half to be governed by us, "that our free will not be altogether extinguished." To what extent do political leaders act freely, making choices based on their values, and to what extent are they boxed in by the boundaries of a situation? As an opposition leader, is a politician more or less constrained than if he or she becomes the top executive? Does power lead to freedom? Are there necessities of political action, both domestic and international, that limit a political actor? Can a creative or transformational leader redefine and overcome necessity?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT355 Political Theory and Transitional Justice

Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war; it includes war crimes trials, truth commissions, and the creation of memorials. Although the term "transitional justice" is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include case studies of World War II, South African apartheid, and the genocide in Rwanda.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT366 Empirical Methods for Political Science

This course is an introduction to the concepts, tools, and methods used in the study of political phenomena, with an emphasis on both the practical and theoretical concerns involved in scientific research. Designed to get students to think like social scientists, the course covers topics in research design, hypotheses generation, concept/indicator development, data collection, quantitative and qualitative analysis, and interpretation. Students will become better critical consumers of arguments made in mass media, scholarly journals, and political debates. The course is especially appropriate for juniors who are considering writing a thesis in government.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT151 OR GOVT155 OR GOVT157 OR GOVT159**

GOVT367 Political Science by the Numbers

This course covers the basics of probability theory and statistics. The main purpose of this course is to promote the understanding of statistical concepts and how these concepts can be used to make inferences about the political world. Topics include probability distributions, correlation analysis, linear regression, generalized linear models, maximum likelihood, logistic regression, causal inference, experiments, and non-parametric modeling. Lectures will mainly cover theory, while readings will connect the concepts described during lecture to problems in political science. Whenever possible, the instructor will draw upon research in political science to illustrate the why and how of a given concept or technique. Demonstrations will allow students to "play around" with abstract statistical concepts. Most lectures will have an interactive component involving class participation. Problem sets will cover some of the more technical aspects of what we discuss in class along with applications using real data.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **QAC302**

Prereq: **GOVT366**

GOVT369 Political Psychology

This course explores the political psychology of individual judgment and choice. We will examine the role of cognition and emotions, values, predispositions, and social identities on judgment and choice. From this approach, we will address the larger debate regarding the quality of democratic citizenship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT373 Congressional Reform

The modern Congress is often criticized for being too partisan, inefficient, and beholden to special interests. This seminar will examine the development of the modern Congress by focusing on the history of congressional reform. We will also evaluate proposals for reforming the modern Congress to remedy potential shortcomings in the lawmaking and ethics process.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT374 Seminar in American Political Economy and Public Policy

This seminar will explore the role of crisis in policy change. After exploring the theoretical debates on political economic and institutional change, we will examine in detail the impact of crisis in the past century. We will focus particular attention on the Great Depression, the stagflation of the 1970s, and the recent financial crisis. In each case, crisis forced a reappraisal of accepted economic and political theories, scrutiny of existing institutions, and efforts (successful and unsuccessful) to introduce new policies and institutions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT375 American Political Development

This is a course about the big questions in American politics. What is it all about? What does it mean to be living under a text written more than two centuries ago? Is the very concept of development an oxymoron for constitutional government? This course introduces students to a scholarship and a method of analysis that melds the historical with the institutional, applied to understanding the evolving state/society relationship in American political life. We will examine the ways in which developing state institutions constrain and enable policy makers; the ways in which ideas and policy-relevant expertise have impacted the development of new policies; the ways in which societal interests have been organized and integrated into the policy process; and the forces that have shaped the evolution of institutions and policies over time. This seminar will provide an opportunity to survey the literature drawn from several theoretical perspectives in the field and to consider competing arguments and hypotheses concerning the development of the American state and its changing role in the economy and society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT376 Political Polarization in America

In the 1950s, political scientists feared that weak parties in the U.S. threatened democratic accountability. Today, many political scientists argue strong, ideologically extreme parties distort representation. Undoubtedly, things have changed, but why? Several possible culprits exist, including partisan gerrymandering, primary elections, the ideological realignment of the electorate, and changing congressional procedures. We will cover the possible explanations and try to decipher what explanation, or combination of explanations, is most convincing. While we evaluate the arguments for why polarization has increased we will also debate the merits and drawbacks of strong parties at the elite level. Finally, we will examine to what extent polarization among elected officials and activists reflects polarization in the public.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT378 Advanced Topics in Media Analysis

Government, corporations, campaigns, nonprofits, other organized interests, and sometimes individuals have a vested interest in knowing and reacting to media messages that affect them. To do so, they need information on what is being said, in what venue, by whom, and with what effect. This seminar will provide hands-on, in-depth experience with academic research involving media, including the type of advertising analysis conducted by the Wesleyan Media Project team. Students will be involved in various aspects of research, including data collection, data coding, literature reviews, data analysis and visualization, and writing/editing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT151 OR GOVT155 OR GOVT157**

GOVT379 The Politics and Theory of the First Amendment

This course will examine the historical origins, philosophical foundations, and case law of the First Amendment to the United States Constitution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT203 OR GOVT250**

GOVT380 Place and Politics

This course examines the importance of place in shaping American politics at the mass and elite levels. Topics will include, but are not limited to, racial segregation in the American South, white flight, immigration, gentrification, and the impact of increasing levels of diversity on national and local politics. Throughout the course, we will cover key theories in intergroup relations and how they apply to each phenomenon.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT381 The Political Economy of Oil

This course examines the strategic, political, and economic aspects of the global oil and gas industry. On one side is the United States as the dominant energy consumer, for whom securing oil supplies has been a major strategic priority since the 1930s. On the other side are a variety of producer countries, for whom oil has brought wealth but also political instability and conflict. Political scientists actively debate the impact of oil on the prospects for democracy and economic development. It is also important to understand the structure of the industry

and the goals of the corporations that make it up. Students will complete case studies of individual producer countries and oil companies. The cases selected will cover the whole range--the Middle East (e.g., Saudi Arabia, Iran), Russia and Central Asia, and developing countries (e.g., Venezuela, Nigeria)--not to forget other cases such as Norway and Trinidad. We will also examine the phenomenon of peak oil and the rise of natural gas and other fuels.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT383 Democracy and Development in India

Much has been written and said about the link between democracy and religious/ethnic fragmentation. When India gained independence from British Rule in 1947, many observed that the likelihood of the new country remaining democratic was limited. Yet, democracy has thrived in India for almost 70 years. Other South Asian countries have recently followed suit. How do countries with multiple social, economic, ethnic, and linguistic cleavages manage democracy and what is the connection between their successes (and failures) in this area and the persistence of widespread poverty? This course focuses on the "politics of accommodation" in South Asia, examining institutions, elite bargaining, the deployment of force, accommodation of regional leaders and their political aspirations, and the constant reconfiguration of caste, party, and religious alliances to explain why Indian politics in particular is often dominated by social accommodation rather than the amelioration of poverty. In addition to focusing on India, we will examine a number of comparative cases from elsewhere in South Asia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT384 Democracy in Comparative Perspective

If "democracy" is rule by the people, how is democratic government accomplished in practice? What are the different ways real-world democracies can be organized to secure citizen influence over government officials, and how do these structural differences affect the nature, scope, and stability of popular rule? This course is an advanced seminar centered on these fundamental questions of democratic governance, which we will address in both empirical and normative terms. Note that the focus of the course is on the general problem of organizing and maintaining democracy; it is not an exploration of the contemporary political challenges facing any specific democratic country. That said, we will ground our discussion primarily on the major West European democracies and on the U.S., and a solid grasp of at least one of those two political models is expected at the outset.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT385 Women and Politics

In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. Although we will consider these issues in the U.S., our approach will be strongly cross-national.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **FGSS386**

Prereq: **None**

GOVT386 The Nuclear Age in World Politics

This course examines the role of nuclear weapons in world politics. Why do states acquire nuclear weapons? What are they good for? Do nuclear weapons make weak states more secure by leveling the playing field, or less secure by making them targets for annihilation? Are nuclear weapons a force for stability or instability? Are missile defenses defensive or offensive? Are these weapons still relevant, or is it time to rethink their usefulness? Topics include rational and extended deterrence, strategic doctrine, nuclear superiority, the stability-instability paradox, nuclear proliferation, rogue states, nuclear terrorism, missile defense, and Cold War crises.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT387 Foreign Policy at the Movies

Recent research on public opinion has suggested that public attitudes about foreign affairs are informed by many non-news sources. This course examines the messages and information provided by movies with significant foreign affairs content. The questions considered are, What are the messages about international politics sent by the movies? Are these messages consistent with the understanding of the events and processes within the political science literature? What are the implications of movies and the information they provide for democratic governance? Students will watch the movies outside of class. Class periods will be devoted equally to discussion of the political science concepts and their portrayal in films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT388 Democracy and Development in Latin America

This seminar examines democracy, economic development, and social welfare policy in Latin America. The topics to be addressed include regime classification, populism and neo-populism, the recent rise of the left, women in politics, the political economy of economic growth and human development, the export of natural resources, the recent decline of income inequality, the history of social welfare policy in the region, and recent social policy innovations including conditional cash transfer programs.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **LAST388**

Prereq: **None**

GOVT389 The Global Village: Globalization in the Modern World

Globalization is considered by many to be the most powerful transformative force in the modern world system. Modernization and technology, which are greater today than at any time in history, have effectively made the world a smaller place with respect to the interdependence and interpenetration among nations. But while most agree on the transformative power of globalization, many disagree on its nature and its effects on modern society. Liberals hail globalization as the ultimate means to world peace and prosperity. Marxists see it as a means of reinforcing the inequality and unbalanced division of labor created by modern capitalism. Still others, such as mercantilists and nationalists, see it as a source of political instability and cultural conflict. This course analyzes globalization principally through this tripartite theoretical lens. It traces its origins

and its evolution across the 19th and 20th centuries. It also tries to determine the impact of globalization on the most important issues of international relations today: on domestic and international political systems and on social, cultural, and international economic relations. Through analytical, critical, and theoretical approaches, the course attempts to ascertain the nature and impact of globalization and ultimately shed light on the fundamental question: To what extent is globalization a force for good and evil in the modern world system?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT390 Presidential Foreign Policy Decision Making

In the realm of foreign policy, good choices can avoid or win wars, while poor choices can lead to disaster. Although analysts consistently evaluate the quality of U.S. presidential foreign policy decision making, the fundamental aspects of good and poor judgment remain controversial. With a focus on the U.S. presidency since World War II, this course starts with a consideration of the effects of both individual character and decision-making processes in determining the quality of foreign policy choices. The majority of the course focuses on these issues through the intensive discussion of case studies written by the students in the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT391 Legacies of Authoritarian Politics

This course explores the challenges and legacies faced by new democracies due to their authoritarian pasts. To examine legacies of authoritarian politics, we will first study the key features of authoritarian vs. democratic states. The second part will look at "life after dictatorship" including authoritarian successor parties, political participation, civic engagement, and policing in the post-authoritarian era.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **CEAS385**

Prereq: **None**

GOVT392 Theorizing the City

Recent years have brought a shift to imagining the city, rather than the nation-state, as the primary allegiance for citizens, with its own unique set of challenges and responsibilities. What are our political and ethical obligations to the strangers we live near? Should cities be governed more democratically? This course will examine topics such as income inequality, environmental justice, immigration, localism vs. cosmopolitanism, and public art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT394 Political Thought and Politics of Israel

Israel was founded as a state of the Jewish people. What political principles and practices are distinctive to it, and what ideas does it share more generally with modern political thought? Are there Israeli ideas of time, space, citizenship, virtue, equality, diversity, liberty, and justice? We will also look at Israel's basic laws, electoral system, political parties, and legislative and judicial decisions to see whether and how they form a political community.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CJST238**

Prereq: **None**

GOVT395 Justice

A widely held view of justice in modern political thinking is premised on some conception of human equality, including equal consideration of everyone's interests, and a commitment to a system of equal and extensive basic rights. In the first part of the class we will examine this conception of justice, with special attention to Rawls's formulation of modern liberal theory in his later work. During the rest of the term we will critically assess this account of justice. The central question we will address is whether this theory has the conceptual resources to address the major issues of contemporary society. The issues we will consider are class or economic inequality, democracy and democratic participation, and whether a "scheme of equal basic liberties" can be "fully adequate" to deal with issues of difference with respect to culture, gender, race, and religion.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT396 Politics, Freedom and Biology

Biological processes, the natural world, and the human condition have long inspired political thinkers, from Aristotle to the present. This course takes up important ethical and political questions of human freedom that derive from our human capacities and character. We will examine contemporary philosophical problems in four areas: bioethics; biotechnology, especially as related to reproductive technologies; discourses in human freedom and ecology; and the science of judgment and cognition. Texts will include selections from Aristotle, Hannah Arendt, Michel Foucault, Saba Mahmood, Allen Buchanan, and William Connolly.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT397 Acting and Citizenship

From Plato's fears about the corrupting effects of tragedy on the civic devotion of citizens, to Rousseau's concerns about the theater as the cause of moral decay, to Richard Sennett's contemporary arguments for an understanding of citizenship as a performance in the "theatrum mundi," the performance and spectacle of theater, through both watching and in acting, has been closely linked to expectations of democratic citizenship. This course will examine the history of acting as a way to consider what we are called to do to sustain democratic life. How is being a citizen or a juror the equivalent of playing a role? Can the practice of acting help develop skills of empathy and deliberation that are needed to navigate difficult political questions? On the other hand, can the "inauthenticity" of acting be a corrosive parallel that treats all civic interactions as strategic ones grounded in self-interest? Drawing on texts from the history of political thought, theater studies, and the psychology of acting, the course will culminate in a performance art piece at Wesleyan, developed by the class, to highlight the demands of citizenship. A willingness to act is expected, but no experience is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT398 What Is the Good Life?

Work, political participation, friendship, art, and justice: These are the components that political philosophers have long thought to be components of a life well lived. How do these practices shape our identity and relationships with others? How do they contribute to a thriving society? How have theorists changed our understandings of these core concepts over time? What happens when they come into conflict? This course will use these five categories to understand what the "good life" means from ancient, modern, and postmodern perspectives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT399 Citizens, Judges, Juries: Who Decides in Democracy?

The tensions between rule by the people, rule by elites, and rule of law are at the core of democratic theory. What is the proper balance among the three? Under what circumstances is one group of decision makers better than another? What happens when they come into conflict? This is an upper-level course in political theory designed for students who have taken GOVT159, The Moral Basis of Politics or an equivalent course in philosophy and related disciplines. We will focus on the following topics: the role of voting in liberal democracies, the Athenian jury system, deliberative democracy, referendum and initiatives, civil disobedience, and the role of juries in the U.S. criminal justice system.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

GOVT401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

GOVT408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

GOVT409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GOVT419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

GOVT420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

GOVT465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

GOVT466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

GOVT468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

GOVT469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

GOVT470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

GOVT491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

GOVT492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

GOVT495 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

GOVT496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

GREEK (GRK)

GRK101 Introduction to Ancient Greek: Semester I

This course is an introduction to the rich and beautiful language of ancient Greek, the language of Homer, Plato, and Euripides. In the first semester students will begin to learn the grammar and syntax of the language and start developing the vocabulary necessary to appreciate and understand Greek with the goal of reading as soon as possible. Throughout the semester we will also explore some inscriptions and dip our toes into both Herodotus and biblical Greek. This course is a prerequisite for GRK102.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK102 Introduction to Ancient Greek: Semester II

This course is a continuation of GRK101. We will complete the study of Greek grammar and continue to develop vocabulary and reading skills. We will read selections from Sophocles, Euripides, Lysias, Apollodorus, Demosthenes, Aristotle, and Plato, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CLAS**

Prereq: **GRK101**

GRK201 Reading Greek Prose: Plato's Ion

Throughout the course we will read Plato's ION, his dialogue in which Socrates challenges traditional Greek values about religion, the existence of (divine) inspiration, the value of poetry, and the nature of truth itself. We will also use Plato's text to review grammar and syntax.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK253 Ancient Greek Comedy

This course is a study of Aristophanic comedy: problems of the literary interpretation of Aristophanes, his relation to Greek thought and public life, and the nature of comedy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **GRK201**

GRK258 The Greek Novel

In the course we will read selections from Longus' *DAPHNIS AND CHLOE* and Chariton's *CHAEREAS AND CALLIRHOE*. The former is a story of young love in a pastoral setting on the island of Lesbos; the latter, an incident-packed narrative in which a young husband and wife are separated, but after many vicissitudes, reunited. Subjects covered will include genre and setting, narrative and descriptive techniques, cultural context, and likely readership.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK263 The Homeric Hymns

Students in this course will read the Homeric hymns to Demeter, Apollo, Hermes, and Aphrodite in ancient Greek. They will also read modern scholarship on the structure of the hymns as examples of narrative discourse and on the mythology of the various divinities. Each of these hymns celebrates one of the principal divinities of the Greek pantheon, and each incorporates a story of the god's adventures. Class sessions will include discussion of the manner in which gender exercises an influence on the structure and content of the hymns.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **GRK201**

GRK275 Homeric Epic

This course involves a close reading of selections in Greek from the *ODYSSEY* on the wanderings of Odysseus; his encounters with Polyphemus, Circe, and Kalypso; and his return to Ithaca. In addition, we will discuss major scholarly approaches to the *Odyssey* and Homeric epic more broadly.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK311 Plato: SYMPOSIUM

We will read selections in Greek from Plato's *SYMPOSIUM*, the famous dialogue that examines various facets of love and desire. We will read the remaining sections in translation. Additional readings will include Plato's *PHAEDRUS* and Xenophon's *SYMPOSIUM* in translation and modern scholarship on these works. Discussion topics will include the figure of Socrates, the construction of gender roles, masculinity and femininity, the role of reason and desire in the good life, and questions of genre.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK365 Greek Tragedy: Euripides

Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **THEA365**

Prereq: **None**

GRK367 The Great Greek Creation Myth: Hesiod's Theogony

In this seminar, we will read Hesiod's *Theogony*, the Greek creation myth, in the original ancient Greek and examine this fabulous work in light of other creation stories of the ancient Near East, Egyptian, and Hittite cultures by which it was influenced. Through examination of structural themes and motifs (how the universe was created and ordered, the role of violence, the origins of an application of justice, the creation of mankind, the shaping of women), we will discuss whether and how the *Theogony* diverges from other creation myths to establish or reflect values that can be said to be uniquely Greek. Discussion will be supplemented by passages from Hesiod's *Works and Days*, along with other creation myths and secondary scholarship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

GRK401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

GRK408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

GRK409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

GRK491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
Grading: **OPT**

GRK492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
Grading: **OPT**

HEBREW (HEBR)

HEBR101 Elementary Hebrew I

This first part of a two-semester course is designed to develop the basic language skills: reading, writing, speaking, and listening comprehension, and basic Hebrew grammar. Emphasis is on modern Israeli Hebrew. No previous knowledge of Hebrew is required. Multimedia and authentic resources will be incorporated into class work. Independent lab work, as well as participation in cultural and literary enrichment activities by Israeli scholars, is required.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CJST**
Prereq: **None**

HEBR102 Elementary Hebrew II

This course is a continuation of HEBR101 with emphasis on enlarging vocabulary, grammar, composition, and further developing language skills. Multimedia resources and computer programs will be used to enhance listening and comprehension. Exposure to cultural material will also be included. Independent lab work, as well as participation in the Israeli film festival, is required.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CJST**
Prereq: **HEBR101**

HEBR201 Intermediate Hebrew I

This course follows HEBR101 and 102. Emphasis is divided among the four basic language skills: reading, writing, speaking, and listening comprehension. Instruction of Hebrew grammar will be enhanced. Multimedia resources as well as computer programs will be used in the appropriate cultural context. Lab work with digitized films is required. Visits by Israeli scholars will be integrated into course curriculum.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CJST**
Prereq: **HEBR102**

HEBR202 Intermediate Hebrew II

This course is a continuation of HEBR201 with more advanced grammar and increased emphasis on speaking as well as reading more complicated texts, including literary texts. Various multimedia resources, computer programs, and the Internet will be used to enhance listening, composition, and comprehension skills. Exposure to appropriate cultural material such as Israeli films will also be included. Participation in all activities related to the Israeli film festival is required as part of the course curriculum.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CJST**
Prereq: **HEBR201**

HEBR211 Hebrew Literature

This seminar will survey contemporary Hebrew poetry, prose, plays, and films with emphasis on aspects of sociohistorical issues and the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. The course will seek to increase the fluency and complexity of the students' expression and comprehension and generate a greater appreciation of the uniqueness of the language. Literary scholars' visits will be incorporated into the curriculum.

Offering: **Host**
Grading: **A-F**
Credits: **1.50**

Gen Ed Area: **HA-CJST**
Prereq: **HEBR202**

HEBR401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HEBR402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HEBR407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
Grading: **A-F**

HEBR408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
Grading: **A-F**

HEBR409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **A-F**

HEBR410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **A-F**

HEBR411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HEBR412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

HEBR492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
Grading: **OPT**

HISTORY (HIST)

HIST101 History and the Humanities

This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST101 without having to take HIST102.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

HIST102 History and the Humanities II

This course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the various disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take HIST102 without having taken HIST101.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

HIST111 Understanding the Arab Spring

Beginning in January 2011, ordinary people across the Arab world began to demonstrate for change and the end of political regimes that had governed them for half a century. That revolution is still unfolding in various countries with differing trajectories. The outcomes of its manifestations are far from certain. This course explores the historical background to these developments through the use of selected Arabic novels and feature films to understand the social and political dilemmas that young Arabs faced and that gave rise to their political activism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST112 Living the Latin American City: Urban History, Politics, and Culture

This course offers an introduction to modern Latin American cities, exploring how the region's urban spaces--including sprawling megalopolises like Mexico City and Rio de Janeiro--have been made and re-envisioned by elite and poor inhabitants alike. Approaching urban space and everyday life as a terrain of political and social negotiation as well as cultural ferment, the course traces the growth of Latin American cities through case studies that examine themes including colonialism, citizenship, migration, inequality, and social movements, and the tensions between state planning and informality. We also consider how the urban experience shaped intellectuals' and artists' efforts to chronicle, represent, and reimagine the Latin American city in essays, photography, and film.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST211**

Prereq: **None**

HIST116 Environmental History: Telling Stories in Place

This course introduces students to environmental history, the study of the changing relationships between humans and nature through time. We will consider how the natural world has shaped human history; how humans have transformed the environments they have moved through, made use of, and inhabited; and how ideas about nature have shaped people's interactions with the world around them and with one another. Focusing on both historiography and methods, we will read classic and recent work in the field and learn to conduct historical research. We will also pay attention to narrative and the writing of history, through reading, in-class workshops, peer editing, and trying different kinds of historical storytelling. The central assignment will be a short research paper in which students will practice environmental history through the study of a particular place.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST117 Chinese Cities

More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas. This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and, in the words of historian and political scientist David Strand, "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS269**

Prereq: **None**

HIST118 Baroque Rome

This interdisciplinary history seminar for first-year students focuses on Europe's most famous capital city between 1550 and 1650, a period when Rome was a symbol of religious zeal, artistic creativity, and intellectual repression. We will explore these contradictions and their impact on cultural innovation by taking a close look at daily life in early modern Rome and at the lives of some of the city's most celebrated women and men. These saints, murderers, artists, and scientists include San Filippo Neri, Beatrice Cenci, Caravaggio, Artemisia Gentileschi, Gian

Lorenzo Bernini, and Galileo. Course materials emphasize writings by historians, art and music historians, and historians of science, as well as visual, literary, musical, and documentary sources from the period. The seminar culminates with a research project on an individual or aspect of baroque Rome.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL104**

Prereq: **None**

HIST120 Empire, Nationhood, and the Quest for German Unity, 1815-1990

Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully analyzes the role played by these processes in the outbreak of the World War I and will explore the profound impact of war and defeat on German society. Situating both the Weimar Republic and National Socialism in this context, we will subsequently study the rise of Hitler, World War II, and the Holocaust. The course will conclude with the Cold War history of the two German states until the collapse of the Berlin Wall and reunification in 1990. The aims of the course are to provide a firm grounding in the historical processes that have shaped modern Germany, to develop and refine the critical skills of historical analysis, and to familiarize students with the major historical debates over the continuities and discontinuities of German history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST122 Encountering the Atlantic World, 1450-1850

The early modern Atlantic world was an interconnected place. Some of its citizens, such as Samuel Champlain, made dozens of crossings. For others, including many settlers and many more slaves, the voyage was one way. Yet in a prenational era, it was the Atlantic that linked residents in Europe, Africa, and the Americas. This seminar will explore the nature of the Atlantic world from its beginnings in the 15th century to the dawn of a more "global" age around 1850. Exploration, cultural interaction, trade, concepts of sex and gender, slavery, war, and revolutions were Atlantic phenomena. Ideas, like currents, circulated from one shore to the next. Critical reading of academic articles and primary sources will enable us to explore the Atlantic Ocean as a highway (for administrators), a goldmine (for pirates), a death sentence (for slaves), and much more.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST123 Cinema India: South Asia's Past on Film

This first year seminar course examines the relationship of film and history in India. We will focus on the way filmmakers represent the past and, alternatively, how films inform historical memory--particularly in the context of the competing trajectories of nationalism and globalization in South Asia. A central concern will be the historiographical challenges and opportunities of film. We will pay

particular attention to Hindi cinema, especially films produced by the Bombay/Mumbai ("Bollywood") film industry since the 1950s. However we will also include the rise of "parallel" or "art" film. There will be one evening screening (Tuesdays) and two morning class sessions per week (Tuesdays and Thursdays). Films will range from classics like "Mughal-e Azam" and "Amar, Akbar, Anthony," to lesser-known works such as "Umraon Jaan," "Sangharsh," "Shatranj ke Khiladi," "Legend of Bhagat Singh," and "Rang de Basanti," to more recent blockbusters such as "Lagaan," "Hey Ram," "Jodhaa Akbar," "Bajirao Mastani," and "Rangoon."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST124 The Making of the Modern American Landscape

This course explores the history of modern America embedded in the world around us. From the story of industrialization told by the paper mills along the Connecticut River to the legacy of racist exclusion built into the Long Island Parkway, this course will teach students to interpret the physical landscape as a historical source as part of a broader introduction to the field of history in its many forms.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST129 Philosophy and the Movies: The Past on Film

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM360, PHIL160**

Prereq: **None**

HIST135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics to be addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS135, AMST135**

Prereq: **None**

HIST138 The Environment and Society in Africa

Resources from the African environment loom large in the histories of colonialism on the continent and contemporary international political relationships from cash crops to diamonds, uranium, and oil. This course will introduce students to the complex historical relationships between humans and the environment in Africa from the precolonial era to the postcolonial

period. The continent is marked by incredible ecological and social diversity, and there is no one narrative or interpretation of environmental history in Africa. We will emphasize human responses to changing landscapes and the social management of resources. Some of the topics discussed will include precolonial perceptions of the environment; agriculture, food, and the global economy; disease and ecological transformation; the impacts of colonialism; and conservation, development, and social justice. We will end the course with a discussion of contemporary environmental issues in Africa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST140 Virtue and Vice in History, Literature, and Philosophy

Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, CHUM228, PHIL112**

Prereq: **None**

HIST141 Theories and Models

This class will focus on how theories and models are designed and regarded across the university curriculum--in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory. Questions to be addressed include: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability--or truth status--of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn's *THE STRUCTURE OF SCIENTIFIC REVOLUTIONS* (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST144 What Is History?

All human societies articulate a narrative of their past that provides their (or our) origin as a people. These, at the same time, can often be contested. Nonetheless, before a particular moment in time, most would not have referred to such understandings as history. In this course, we will examine the phenomenon that since the writings of the Greeks, Western societies have come to identify as history. We will engage some of the significant interventions, from antiquity to the 19th-century United States, in the ongoing discussion of "what is history?"

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST151 Introduction to History: The "Russian World" Past and Present

The "Russian World" has become a central--though deeply ambiguous and contested--theme in contemporary political discourse both within and beyond Russia. This course will offer a survey of how different conceptions of the "Russian World" have been articulated and deployed over time by following the history of Russian lands and peoples from the eighth century to the present day. This course is one of the gateways to the history major and is intended especially for first- and second-year students. As an introduction to history, the course will introduce students to the discipline of history by examining the historical sources, concepts, theories, and methods necessary for reading and writing history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST154 Introduction to History: Twelve Medieval People

This course is one of the gateways to the history major. It is also an introduction to the Middle Ages through a study of 12 exemplary medieval lives and minds, spanning a thousand years of history. We focus on people--bodies, minds, and souls--coping with history and creating sense for their world. The course will typically feature one person or pair per week, and by examining their writings or stories and the contexts in which these were produced, the nature of medieval life, the pressure on the self, the articulation of gender and ethics for the entire period will come into view. Among the figures studied are likely to be St. Augustine, Queen Brunhild, St. Anselm, Abelard, Heloise, William Marshal, King Louis IX, Dante, Catherine of Siena, Christine de Pisan, Joan of Arc, Margery Kempe, and Pope Pius II. As an introduction to history course, we will also offer an examination of the basic concepts, techniques, and skills for reading, understanding, and writing history: documents and archives, text and context, sceptical inquiry, argument construction, and an interest in good and expressive writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST159 War and National (Re)Formation

This course examines conceptual and methodological issues related to the practice of history as a discipline. For this seminar, four of the major military conflicts defining the United States after its founding will be the thematic focus: the 1776 war against the British empire, the War of 1812, the Mexican American War (1846-1868), and the U.S. Civil War (1861-1865). Primary sources, including manuscript and archival sources, government documents, as well as journalistic and visual sources, will be utilized to carry out this investigation. The course seeks to examine the role of national formation and reformation in the United States, a country born out of a war and one whose subsequent wars had tremendous global consequences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST170 Introduction to History: American Material Culture

This course introduces students to the study of history through an investigation of American material culture and the built environment from the pre-colonial period to the present. The course is structured around Friday site visits in the New England and mid-Atlantic regions, including the Pequot Museum, Mystic Seaport, Central Park, New York City waterfront, Fresh Kills, and local suburbs. Students will consider theories and methods of studying history through objects, landscapes, and architecture. We will consider how changing patterns

of settlement and land use shaped human and natural ecology, and how people fashioned cultures and communities through the fabrication, circulation, and use of a wide range of natural and human-made objects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST227**

Prereq: **None**

HIST172 Introduction to History: Germany from Napoleon to the Berlin Republic

Germany witnessed more dramatic and radical changes in forms of government within the span of just 31 years (1918-1949) than any other modern society in history, yet today it is a model democracy and an anchor of peace and prosperity in the heart of Europe. Germans are credited for extraordinary achievements in the arts, sciences, and industry, yet they also produced some of history's darkest chapters. This introductory course surveys the fascinating and turbulent history of modern Germany to analyze the sources of these contradictions. We will begin by locating the birth of modern Germany in the massive social and political upheavals of the Napoleonic era that set the stage for the rise of German nationalism and rapid industrialization. We will study the unlikely processes that resulted in German unification in 1871 and how Germany's nationalism, growing industrial power, and its deep internal divisions led to a policy of aggressive imperialism that contributed to the outbreak of the World War I. The course will analyze the profound impact of that war and defeat on German society, situating both the Weimar Republic and the rise of Hitler in that context. We will subsequently study Nazism, the World War II, and the Holocaust, as well as the ultimate destruction of Germany as sovereign state with its surrender and military occupation in 1945. The remainder of the course explores the phoenixlike rebirth of two competing German states in the Cold War and the subsequent parallel development and divergence of two German societies. We will conclude the course by analyzing the process that led to German reunification in 1990 and the lines of development of the "Berlin Republic" since that time. The aims of the course are to introduce students to historical primary sources, the skills of historical analysis, and the questions of historiography through a coherent introductory survey of modern German history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GRST272**

Prereq: **None**

HIST176 Introduction to History: Science in the Making: Thinking Historically About Science

This course introduces students to a range of perspectives--drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others--on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP276**

Prereq: **None**

HIST180 Introduction to History: Introduction to Japanese History

Countries seem to be forever. We tend to forget that in fact they are processes rather than things. They are abstractions that exist as imagined communities, and as such they change greatly over time. This course focuses on how one country, Japan, emerged from a string of islands that could have well become several countries in the same way Scotland, England, Wales, Northern Ireland, and Ireland exist in the British Isles. The central questions in this course are, How did Japan happen? How has Japan changed over time? Starting with prehistoric times, we consider how the early cultures and peoples on the Japanese archipelago coalesce to become "Japan" for the first time in the late seventh century and how those cultures and peoples adopted new identities, systems of power relations, and economies up to the present. While this course examines the big picture, to understand it, the factual pixels that constitute it require close examination. As a consequence, evaluations include a map quiz and in-class tests that require a mastery of both factual detail and analytical skill. Evidence considered will be both textual and visual. This course's main goal is to present the fundamentals of Japanese history and culture, developing a familiarity with the ecology, geography, cultural traditions, and historical development of the Japanese archipelago. Through the text, special emphasis is given to ecological change.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST182 Imaginary Empires: The French, English, and Native Northeast, 1604-1784

Northeastern North America during the 17th and 18th centuries was a place where European powers imagined their empires, local settlers worked to create a sense of permanence, and Indigenous nations fought to retain their power while negotiating new relationships. This course will combine scholarly books and primary sources to examine the Northeast as an entangled space of interaction, competition, and cooperation. We will read about early contact between Natives and newcomers, imperial rivalries between England and France, and the daily interactions that shaped life in the Northeast. This era was full of strategic alliances, economic struggles, brutal violence and peace treaties, sexual violence, captivities, witch trials, coerced labor and revolts, and revolutionary ideas. The goal of the course will be to explore the imperial and the local to gain a sense of how the Northeast was both imagined by administrators and lived in by French Acadians, English settlers, and Native peoples.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST221**

Prereq: **None**

HIST186 Introduction to History: Gandhi and the Raj

The "Raj"---India's subjection to Britain in the 19th and early 20th centuries---was the world that gave rise to Mahatma Gandhi, and the world that Gandhi subsequently overturned. In this "introduction to history" course, students will examine the making, unmaking, and remaking of the Raj, and Gandhi's central role in that process. We will begin with the Rebellion of 1857 and end with the assassination of Gandhi in 1948, a year after the Partition of British India into the independent nation-states of India and Pakistan. This is an Introduction to History course intended especially for first- and second-year students who are interested in the past and, perhaps, who are even (though not necessarily) contemplating history major. As such, it will introduce students to the discipline by reflecting on the nature of historical evidence, how to use an archive, and how to craft a historical argument.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST195 Mellon Mays Seminar

This course is for participants in the Mellon Mays Undergraduate Fellowship program. It is designed to introduce students to the requirements and rigors of graduate school. A central focus of the seminar will be to develop a research project on which the students would work over a two-year period.

Offering: **Host**
 Grading: **A-F**
 Credits: **0.50**
 Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST201 Medieval Europe

This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity; its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds. The course will also provide students with basic introductory exposure to the ideas and methods of the digital humanities through course illustrations and discussions. This will probably include exercises in visualizing the past, exposure to geographic information systems (GIS) analysis, text-mining, and network analysis.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Identical With: **MDST204**
 Prereq: **None**

HIST202 Early Modern Europe

This introductory course surveys the history of Europe during the formative period of the modern era from 1500 to 1800. It focuses on the crucial episodes of religious and political conflicts and highlights key intellectual, cultural, and economic developments: the Renaissance, the Protestant Reformation and Catholic Reformation, the English civil war, absolutism, enlightened despotism, the rise of capitalism and plantation slavery, the scientific revolution, the Enlightenment, and the French Revolution. Representing one of the required modules for the history major, this course also provides essential historical grounding for any student interested in study abroad and in modern culture and politics.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST203 Modern Europe

This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and the World War I, and communism and fascism; and concluding with study of the World War II, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST204 Greek History

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

Offering: **Crosslisting**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **SBS-CLAS**
 Identical With: **CCIV231**
 Prereq: **None**

HIST205 Roman History

This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people and the contributions of its principal historical figures, from the legendary kings of the regal period, to Republican leaders such as Marius, Sulla, Pompey, and Caesar, through Augustus and the establishment of the principate and subsequent emperors such as Vespasian, Hadrian, and Diocletian.

Offering: **Crosslisting**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-CLAS**
 Identical With: **CCIV232**
 Prereq: **None**

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History

This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand what happened when, but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Identical With: **CEAS265**
 Prereq: **None**

HIST208 Rome Through the Ages

This course surveys the history of Europe's most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome's own urban, political, and cultural history and on the city's changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Identical With: **COL208, MDST208**
 Prereq: **None**

HIST210 Jews & America

This course will investigate why Jews came to America and how they and their children adapted to their new home. It will explore American Jews' relations with other groups, including the Irish Americans, African Americans and the white Anglo-Saxon Protestant elite, and Jews in other parts of the world. Finally, the course will consider Jews' quite significant impact on the American economy, politics, society, and culture. Although it will begin with the colonial era, the course will focus primarily on the 19th and especially the 20th centuries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST223, CJST210**

Prereq: **None**

HIST211 Digital History

This course offers an introduction to the emerging field of digital history, part of the broader digital humanities (DH), the application of computing techniques and new media to humanities disciplines. DH has important implications for teaching, research, and the presentation of cultural artifacts to the scholarly and general public. Digital humanists employ a wide-ranging set of techniques, from text- and data-mining to network analysis, topic modeling, GIS, and visualizations. DH also offers opportunities for cross-disciplinary collaborations among humanists, computer scientists, media specialists, and others. As a result, this course seeks to bring together students with a variety of skills and backgrounds (e.g. history, writing, programming, web and graphic design, sound and video) who share an interest in historical communication and making things. Through readings, conversations, and hands-on work with DH tools and historical resources, we will examine questions pertinent to historical scholarship and consider how they may be reconfigured by new media and new applications of computing power. How does DH allow us to ask new questions as historians, and what perils do digital techniques pose for the discipline of history? Together, we will cultivate our skills as practitioners of history in the digital age. A central component of the course will be collaborative DH projects of our own devising. Much of the course will have the character of a digital history research lab as we take real problems and relevant sources to advance historical knowledge as well as our skills. This might involve projects in which we conceive, design, build, publicize, and launch a tool, website, or other contribution to digital history. Students should be prepared to collaborate in and out of class, to teach and learn from each other, and to cope with a dynamic and flexible syllabus and group of tasks. This course is part of Wesleyan's Digital and Computational Knowledge Initiative.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL370**

Prereq: **None**

HIST212 Modern Africa

What is African Modernity? We will examine this question as we survey the major historical transformations in Africa since approximately 1800. Important themes include: African political innovations, the abolition of the slave trade and its effects, European colonialism, African adaptation and resistance, nationalism and decolonization, and Africa's role in shaping major global events. We will also study the impacts of religious and social transformations amid rapid economic and political change. Finally, we will examine African visions for post-colonial development and how to shape the future of the continent. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in the continent. For this reason, we approach the study of Modern Africa as comparative history. However, students satisfactorily completing this course will be able to write knowledgeably about African history and will have the

foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM212**

Prereq: **None**

HIST214 The Modern and the Postmodern

In this course we will examine how the idea of "the modern" develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last 200 years. Our readings will be drawn from a variety of areas--philosophy, novels, music, painting, and photography--and we will be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today and whether it makes sense to go beyond the modern to the postmodern.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Identical With: **COL214, CHUM214**

Prereq: **None**

HIST215 European Intellectual History to the Renaissance

This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST225**

Prereq: **None**

HIST216 European Intellectual History since the Renaissance

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL332**

Prereq: **None**

HIST216L European Intellectual History since the Renaissance- Service Learning

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts. This course is designed for Service Learning. Students in this course will read short selections about Aging, meet with a specific senior citizen to talk about the books we are reading for class (5 times in the semester), and write 2-page papers responding to those meetings. Otherwise, both History 216L and History 216 will have the same class requirements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL332L**

Prereq: **None**

HIST217 Africa to 1800

In this course, we will examine how ancient Africa has been imagined in the past, by Africans, early observers, and contemporary scholars. We begin with prehistory and the myths and misrepresentations of Africans that have come out

of early European imaginings of Africa. Ideas about "pygmies" and "bushmen" have often been used to write about an Africa without a past or to inscribe people on the continent in a static, primordial past. We examine the problems of these representations and the ways that scholars are now unpacking the complicated histories of early African societies. However, this course covers a broad span of time and space on the continent. For this reason, we will only be able to touch upon some of the larger issues for thinking about ancient Africa. We will move roughly chronologically from human origins to end our journey in the period of early European contact. Changing technologies, means of production, the manipulation of the environment, and trade are all bound up in these histories. As we trace a history of early Africa in the world, we will also pay close attention to gender. As we examine these issues, we will consider several methods for writing early African histories: linguistic, archaeological, ecological, and oral traditions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST218 Imperial Russia, 1682-1917

This course will survey central issues in Russian history from Peter the Great's reign in the late 17th century to the Revolution of 1917, following Russia's development, expansion, and transformation. How and why did Russia come to dominate a vast Eurasian space? How did Russia's rulers exert control over the diverse cultures, languages, religions, and peoples that came under their influence? What role did national identity play in the relationship between the imperial center and its peripheries? In addition to exploring Russia's imperial legacy, the course will explore the classic problems in the study of Russian imperial history: the nature of autocratic rule and the attempts of Russia's leaders and thinkers to identify Russia's special path and overcome "backwardness"; the conflict between Slavophiles and Westerners to find a basis for Russian identity; the experience of revolutionary change in the political, social, and cultural spheres in the 18th through 20th centuries; late and rapid industrialization and urbanization; and the possibilities and limits of reform from within the system.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES218**

Prereq: **None**

HIST219 Russian and Soviet History, 1881 to the Present

Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself. This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as

a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES219**

Prereq: **None**

HIST220 France Since 1870

This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. We will survey the history of 145 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914-1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940-1944; and the early years of the Fifth Republic, 1958-1969.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FIST220**

Prereq: **None**

HIST221 History of Ecology

The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP221, ENV5211**

Prereq: **None**

HIST222 Disease and Epidemics in Historical Perspective

Disease and epidemics have been powerful agents of historical change as well as determinants of human development before the advent of historical records. In this lecture course we will examine how diseases have changed human societies over time, with special attention given to the place of disease-causing organisms, from viruses to parasites, in the ecological networks they make home. Yet at the

same time, we will keep in mind the ways in which human society and culture also have important causal roles in human disease. HIV, for example, arose because of human interactions with animals but reached pandemic proportions, in part, because of cultural, social, and political forces.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP222**

Prereq: **None**

HIST223 History of Traditional China

This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty, ca 1450. This is a period when China invented and reshaped its cultural identity by moving into new frontiers and creatively incorporating foreign ideas with indigenous practices. How did the Chinese and their neighbors understand what it meant to be a faithful spouse, self-sacrificing warrior, righteous official, or a loyal friend?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS223**

Prereq: **None**

HIST224 Modern China: States, Transnations, Individuals, and Worlds

This course examines China's turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China's conflict and engagement with the West, birth of China's first republic, and the People's Republic of China under Mao Zedong, Deng Xiaoping, and his successors. The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as China's leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval, (2) China's vulnerabilities in the face of domestic troubles and threats from abroad, and (3) the challenges of maintaining a high-growth economy with scarce resources.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS224**

Prereq: **None**

HIST225 Modern East Asia: Continuities and Discontinuities in the Global Context

This course is an introduction to East Asian civilization, as well as to ways through which one can examine and understand the historical roots of current affairs in and related to East Asia. The course will help students to explore not only the dramatic changes in politics, culture, and society during the past centuries, but also their impact on people's lives in contemporary East Asia. We will learn how to use various sources, such as official documents, biographical literature, films, newspapers and magazines, to study three major themes: (1) changes and continuity in modern East Asia (with a focus on historical, social, and cultural aspects); (2) interactions between East Asian countries; and (3) East Asia in the world (with a focus on the encounters between East Asia and the West).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS274**

Prereq: **None**

HIST226 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa

The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shocked colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and rioted (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession. Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS227**

Prereq: **None**

HIST227 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST252**

Prereq: **None**

HIST228 The Rise and Fall of the Ottoman Empire, 1280ç-1922

This course is a historical survey of Islam's most successful empire. At its height in the 16th century, the empire stretched from Budapest to Baghdad and was one of the world's superpowers. Founded in the 14th century, it survived until World War I. The Ottoman Empire provides a model for a strong, centralized Islamic state, and the role of Islam in its political, social, and economic institutions will be discussed. Special emphasis will be placed on the Empire's final century and the rise of nationalism in the region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST230 Constantinople: From Rome to Istanbul

Constantinople was founded by a Roman Emperor Constantine the Great in 330. From there the story gets complicated. Should we account for Constantinople from a Western point of view and call it Roman? Or, should we label it by its Eastern religion and call it Christian? Or, should we see Constantinople's true nature in a transnational Hellenic culture and call it Byzantine? Then, once we have chosen a story to explain the city's nature, how should it end?

With the pillaging fourth crusade in 1204, or the Ottoman sack in 1453, or is Constantinople yet alive in modern Istanbul? This course diverges from such narrative frameworks by accounting for Constantinople as, first and foremost, a city. Together we will explore the rich, unevenly distributed, textual and material relics of this medieval metropolis and contribute our finds to a collaborative digital database. Students will draw from this database to craft their own histories, applying both imagination and analysis into a believable and reliable story conveying the diversities and paradoxes of life in The City.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL128, MDST128**

Prereq: **None**

HIST231 Islamic Civilization: The Classical Age

This course surveys the historical development of Islamic civilization from the time of the Prophet Muhammad to the rise of the "gunpowder empires" of the 16th century. Special emphasis will be placed on the unique cultural forms this civilization developed and the emergence of Islam as a world religion. This course primarily deals with the political, intellectual, and social history of the Muslim peoples of the Middle East and only secondarily with Islam as a system of religious belief.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI253, MDST251**

Prereq: **None**

HIST232 Turkey and the Balkans, 1453 to present

The Balkan Peninsula physically lies in Europe but it has long been a geographical and cultural bridge between western Asia and Europe. Since Antiquity its past has been linked to its near neighbor Turkey. Starting with the Ottoman conquest of Constantinople in 1453, this course will survey the history of the two regions through the Ottoman centuries and the rise of national independence movements in the 19th century. It will then survey the continuing political, social, and ethnic conflicts in the regions in the 20th century, first under Fascism and then Communism, and finally the re-emergent nationalisms of the late 20th and early 21st centuries. The central question posed by this course is: How do the various peoples in this part of the world remember their past and how do these conflicting narratives shape their present?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST234 The Modern Middle East

This course surveys the history, culture, and religion of the contemporary Middle East. Emphasis is on the historical roots of current problems. These include the Arab-Israeli conflict, Westernization vs. Islam, U.S. involvement in the region, Turkish and Kurdish nationalisms, and the Sunni-Shia divide within Islam. Finally, the course will address the causes of the Arab Spring and discuss the ongoing turmoil, including the rise of Da'ish/Islamic State, that reform movements unleashed.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST235 Enlightenment Concept of the Self

This course explores several Enlightenment thinkers who grappled to understand the paradoxes of the self at a time when traditional religious and metaphysical systems were disintegrating. As we explore these issues, readings will be drawn from primary texts in philosophy and literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST236 Religion and National Culture in the United States

This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that continue to haunt both the study of religion and political life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of contemporary religious developments, including New Age formations and the growing presence of Buddhism, Hinduism, and Islam, and the continuing centrality of religion(s) in the national culture.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST236, RELI285**

Prereq: **None**

HIST237 Early North America to 1763

From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years' War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful Indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST284**

Prereq: **None**

HIST238 Liberty and Loyalism: Reconfiguring North America in the Age of Revolution, 1774-1848

At the end of the Seven Years' War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, numerous Native nations, and British American subjects. In the years that followed, British North America was torn apart by revolution (which created the United States)

and rebuilt by loyalists (who challenged the government at every turn). This course will examine the revolution that fractured North America, the entangled development of the New Republic and the loyal British colonies, and the experiences of British subjects, American citizens, French inhabitants, and Native peoples, all of whom worked to shape their environment as best they could. From political leaders to slaves, wealthy merchants to poor farmers, British monarchs to Native sachems, this course will explore North America as it was understood by those who lived during a period of intense social and political upheaval.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST239 The Long 19th Century

This course surveys the history of the United States from the Early Republic to the Gilded Age. Central subjects include plantation slavery and global commodity markets, westward expansion and the dispossession of American Indian lands, emancipation and the meaning of freedom, immigration and urbanization, and changing roles for women with the development of wage labor. The course will pay special attention to how different groups of Americans created, constrained, appealed to, and otherwise deployed the powers of the government on behalf of their interests.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST240 The United States Since 1901

The course will explore the history of the United States from 1901 until recent times. The central focus will be on politics and society, although economics, relations with other nations, intellectual movements, popular culture, education, sports, and other topics will, of course, be discussed. The unifying theme will be the emergence of modern liberalism during the Progressive Era and its dominance in American politics and thought by the mid- 20th century. Beginning in the 1940s, however, minorities hostile to modern liberal values and policies emerged. Conservative groups and thinking proved quite successful in the latter 20th and early 21st centuries.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST230**

Prereq: **None**

HIST241 From Romanus Pontifex (1454) to Black Lives Matter: Race and the Formation of the Modern World

This course investigates the belief system of race from its emergence in the 15th century in the wake of European expansion into Africa and the Americas to contemporary dynamics both in the Americas and globally. Rather than viewing this phenomenon in the liberal humanist terms of race relations or more recently of diversity and multiculturalism, or as merely a function ostensibly more fundamental issues (e.g. class), this course proposes to analyze race not only as a central mechanism instituting Western societies, but also as one form of how humans have organized and reproduced their social orders.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST242 World History

Using multimedia, material culture, visual sources, primary texts, and a textbook, this course will give students a solid understanding of World History from River Valley Civilizations, the Classical Period, and the Post-Classical Period, to the Early-Modern Period, the Long 19th Century, and the Contemporary Period. Emphasis will be placed on the development of major cultures around the world -- and there will also be discussion of how the major cultures fail to explain much of World History. In practical terms, students will learn how to assess a broad range of historical sources from varied places and times; how to debate these works in class discussion; how to produce concise and precise short papers; how to write longer papers based on an argument/counter-argument format; and how to work collaboratively on the group project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST245 Modern Latin America Since 1810

This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST245**

Prereq: **None**

HIST246 France at War, 1934--1944

Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934--1938, and during the German occupation, 1940--1944, when French authorities collaborated with the occupier. We will consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST247 Jewish History: From Biblical Israel to Diaspora Jews

Can we trace an "authentic" Jewish identity through history, as distinct from many "cultures" of Jews in the multitude of times and places in which they have lived? This course provides an overview of major trends in Jewish civilization from biblical times through the early modern era (to approximately the 17th century), with this and related questions in mind, by engaging in close readings of traditional Jewish sources, on the one hand, and seeking contextual understandings of Jews and Judaism within various non-Jewish settings, including polytheistic, Christian, Zoroastrian, and Muslim host cultures, on the other.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI261, MDST247**

Prereq: **None**

HIST249 Roman Urban Life

What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups, and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV328, ARCP328**

Prereq: **None**

HIST250 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the sixth century)--the period known as late antiquity--the Roman West presents a fascinating picture of cultural change. In this course we will study the period (fourth to sixth century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity--especially the changes to the city of Rome--and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV275, RELI274, MDST275**

Prereq: **None**

HIST251 Empires in World History

Empires have dominated the political landscape across the globe for much of human history. But how did they come into being? More importantly, what strategies were used to maintain them? This course examines the history of five empires--Roman, Mongol, Ottoman, Aztec, and British--to see whether patterns emerge that might explain why a particular imperial project was successful and why it ultimately failed. In reviewing the history of each empire, we will discuss its ideology, military technology, economy, gender roles, and treatment of subject peoples to create a comparative framework in which to place empires in a global context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST252 Industrializations: Commodities in World History

This course defines "industrialization" broadly to encompass the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines, for example, cotton, rubber, guano, wheat, bananas, and quinine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS252**

Prereq: **None**

HIST253 Slavery, Race, and Indigeneity in Early America

This course examines the intersection of slavery, race and indigeneity in the early Americas, with special emphasis on this history in New England. The course will explore the lived experiences of the Indigenous and black founding population groups with the central role that their presence played in the politics and economics of imperial encounters and nation-state formation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST254 Science in Western Culture

This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called "science" and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments--such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought--and consider these ideas in the cultural contexts in which they developed to better understand how people have "done science" in different times and places. Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP254**

Prereq: **None**

HIST258 Maharajas, Yogis, and Courtesans: India Before Europe

Premodern India is often conceived as the epitome of the mystic East, a timeless land of fabulously rich maharajas, massive war elephants, sinister yogis, and powerful courtesans. Well, it turns out that premodern India did have all these things, and much more besides. But India was never timeless. This course examines the major patterns and transformations that defined South Asian society in the four centuries preceding the rise of formal British imperialism in 1858, focusing in particular on such themes as war and military service; asceticism and devotionism; the jungle and human-animal relations; statecraft and kingship; trade, pilgrimage, and travel; cross-cultural encounter; physical culture and sexuality; poetry and performance traditions; and information networks, spying, and court intrigue.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture

How did a string of islands on the eastern edge of Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become "Japan" for the first time in the late seventh century and how those cultures and peoples adopt new identities, systems of power relations and economies up to the present. This course reveals the big picture, but to understand it, the factual pixels that constitute it are examined in some detail. Students are expected to think of the course as comprehensive in the same way as mathematics or a language course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS260**

Prereq: **None**

HIST262 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP255, ENV5255, ARHA262**

Prereq: **None**

HIST263 Inside Nazi Germany, 1933–1945

This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. Just as importantly, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **GRST263**

Prereq: **None**

HIST264 Waterways: Maritime World History

Human history has been shaped by the sea. Whether as a source of food, a frontier, a boundary, or a bridge, the sea has represented a site of both

opportunity and danger. This course will examine the way humans have responded to their marine and maritime environments, both in terms of the technologies they have developed to navigate and exploit them but also insofar as the sea has shaped the way humans think about themselves. While our inquiry will extend into the deep past and the early development of human culture and civilization, we will focus on maritime history over the past millennium, the development of oceanic worlds, the rise of the "age of sail" between the 16th and 19th centuries, and the transformation of global navigation and politics with the rise of steam, diesel, and nuclear power.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **ENVS264**

Prereq: **None**

HIST266 American Labor History from 1776 to Recent Times

"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS265, AMST265**

Prereq: **None**

HIST267 Development in Question: Conservation in Africa

Why not plant trees?" In 1977 Wangari Maathai started the Green Belt Movement, a popular environmental revolution, in Kenya. Then in the 1990s Nigeria Ken Saro-Wiwa fought for the rights of local communities against the multi-national oil industry. Like many African activists, scientists, and farmers, they placed African experiences at the center of environmental policy and conservation. Yet, popular images of the continent's environment in perpetual crisis blame African practices or disregard African efforts. Such depictions of "desertification" or "over grazing" have impacted international and governmental policy. Recent scholarship suggests that such common perceptions of the environment in Africa and conservation policy are misleading. This course will allow students to critically study the history of environmental management on the continent and the development of the idea of conservation. We will examine game park politics, the history of resource extraction, climate change, and other pressing environmental concerns. We will also study diverse African environmental perspectives from the guardians of sacred forests to activists such as Wangari Maathai and Ken Saro-Wiwa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS267**

Prereq: **None**

HIST268 The Origins of Global Capitalism: Economic History, 1400--1800

This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas.

It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST272 Law, Court, and Crime in England, 600--1660

This course will discuss the nature and development of law, dispute resolution, custom, and rule in England from the arrival of the English on the island in the age of Arthur when feud and compensatory justice dominated. It will then examine the rise of royal power, local custom, and the common law in the 12th and 13th centuries, including the Magna Carta crisis. We will focus on the growing politicization of law and the development of courts and lawyers alongside new sorts of lawmaking in parliament and through the power of the king. The growth and challenge of royal and parliamentary power will frame the last parts of the course that anticipate the revolutionary crisis of the 17th century. Along the way, the course will ask, Who gets to make law, what is the role of writing in the development of custom and law, how did the English decide who was right and who wrong: calculation, testimony, jury, or ordeal? What were the forms of punishment and compensation employed, and what did this tell us of conceptions of the person: mutilation, execution, or incarceration? How did social status and gender shape expectations and outcomes in the legal process: Who could be a legal actor, a responsible malefactor, a property owner, or a slave; who could be judge and legislator? The course will be based on the examination both of recent scholarship and a wide array of primary sources such as law codes, court record books, advice manuals, literature, treatises on law, and the practical documents from lawyers in courts and judges that are plentiful in medieval, Tudor, and Stuart England. The course provides a background to the sources of law in early America as well as other common law countries around the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST274 Public History

This course introduces students to the theory and practice of history in the public realm--in the museums, archives, historic sites, parks, landscapes, and other places we encounter the past. Through readings, discussions, and hands-on work, we will consider the challenges and opportunities of doing history beyond the classroom and develop our skills in historical interpretation directed at broad audiences. We will ask such questions as: How do we tell stories with objects, text, and images? Whose history are we interpreting? How do we connect with the past in our daily lives? What role can historians play in public discourse? The central assignment of the course will involve developing a local public history project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST275 Empires on Fire: Revolutions in the Atlantic World

This class will explore what historians have called the "Age of Revolutions." The ideas, ideologies, and actions that set empires aflame during the long 18th century formed an entangled revolutionary experience that spread from one part of the Atlantic world to the next. From England's "Glorious Revolution" in 1688 to the American, French, and Haitian revolutions at the end of the 18th century, and then on to the South American and Canadian uprisings in the early 19th century, this course will examine revolutions not as discrete events but as interrelated processes. By studying the perspectives of leading politicians, regular subjects and citizens, and marginalized groups, students will investigate the wide variety of revolutionary experiences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST276 Constructing Hinduism and Islam

What is Hinduism? What is not? Is Islam a religion or a way of life? What is the difference? The meanings of few words are as greatly contested as is "religion." For Western (primarily Christian) observers, Hinduism and Islam have acted as foils for their self-perceptions of faith, practice, modernity, and culture. More significantly, Western scholars of religion, in the course of their studies, have influenced the self-understanding of those who identify themselves as Hindu and Muslim while, undeterred, many Hindus and Muslims have advocated their own practices, beliefs, and sensibilities. The concept of religion continues to play a significant role in both nation formation and international affairs. Using theory critiquing the category of religion, we will explore the application of this term by Westerners in South Asia and the Middle East and investigate the continuing debate regarding the identities of these religions both by those within and outside these traditions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI310**

Prereq: **None**

HIST277 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment--roughly, the half millennium between the second and seventh centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA291, RELI236**

Prereq: **None**

HIST279 The Making of Modern Japan, 1500 to Present

In a global context, Japan emerged as a major player on the world stage after 1500. While in the midst of what later was called the Warring States Period (sometimes dated 1468--1600), Japanese traders and others maintained a broad network of commerce that included not only Korea and China but spread to Southeast Asia. Europeans first reached Japan in 1543, and it was soon obvious that no European state had the military might to colonize Japan. These are the roots from which a modern Japan appeared that in the 19th and early 20th centuries militarized and set upon an imperial project until defeated at war in 1945. Since then, Japan has emerged as a postmodern, highly technological, pop culture-oriented, and aging country. One theme that will be examined across the semester is environmental change over the long term.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS279**

Prereq: **None**

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800

With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. The focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST283 What Is Rationality?

What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures--or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today. From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as "the art of thinking," to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP283, PHIL154**

Prereq: **None**

HIST285 Modern India

This course examines the history, culture, and politics of India since Independence in 1947. We will begin with the trauma of Partition and the assassination of Mahatma Gandhi, and end with the rise of Narendra Modi and the "Hindu Right." The approach will combine chronology with investigations of key themes, including caste, class, gender, language, war, separatism, development, dislocation, environment, and religion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST286 Photography and Law: Mugshots, Privacy and Publicity, Obscenity, Copyright, and Evidence

This seminar is designed as an introduction to the major developments in the legal history of photography in transatlantic (US-UK especially) society from the first law cases involving photography in 1840 through to contemporary legal debates about such topics as cameras in the courtroom, sexting, surveillance, photographing police, dash cam and body cam videos, admissibility of photographs as evidence, obscenity and moral boundaries of subject matter, and copyright. A range of secondary historical and theoretical writings will anchor the discussions, but the course will focus primarily on student analysis and interpretation of primary and archival sources (texts of legal cases, law reviews and dissertation, news articles, and documentary and video footage). Students will gain knowledge of how legal history has shaped the history of photography, and new perspectives on the historical origins of contemporary issues in photography and digital imaging. This course should be of interest especially to history majors and non-majors who are interested in law, photography, and culture and will also contribute to the "Visual and Material Studies" module in History.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ARHA264**

Prereq: **None**

HIST287 Science in Modernity and After: 20th-Century Science and Technology

This course will examine the intertwined histories of science and technology during the 20th century and beyond through the lens of three key technologies: nuclear weapons, computers, and recombinant DNA. By examining the intellectual, cultural, and social context out of which these technologies emerged and in carrying their story forward almost to the present, the course aims to understand the changing nature of science and technology in modernity and postmodernity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

HIST288 Delhi: The Past in the Present

This seminar examines the history of Delhi, one of the largest and oldest cities on the planet. Our focus will be on the ways the layers of Delhi's past protrude into and inform Delhi's present. We will combine a chronological and thematic approach, paying particular attention to material culture, memory, public history, and the environment.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST290 Roman Law

In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire and to introducing students to the process of "thinking like a lawyer."

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-CLAS**
 Identical With: **CCIV221**

Prereq: **None**

HIST291 Gender and History (FGSS Gateway)

What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book *MALE DAUGHTERS, FEMALE HUSBANDS: GENDER AND SEX IN AN AFRICAN SOCIETY* (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as a category of historical analysis for their scholarly work in other fields are welcome.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-HIST**
 Identical With: **FGSS269, COL323**

Prereq: **None**

HIST292 Seminar: Topics in the History of Europe Since 1945

This seminar is devoted to study of selected topics in the history of Europe after the Second World War. These will include the end of the war in 1945; the origins and developments of the Cold War, 1945--1962; France and the war in Algeria; de Gaulle's Fifth Republic and the events of 1968; Spain since 1975; Germany's ascendancy; the decline and collapse of the Soviet Union; the European Union; and contemporary Europe.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **None**
 Prereq: **None**

HIST293 The U.S. Civil War, 1861--1865

This course surveys United States history from the early national period to the Gilded Age and the Progressive Era at the end of the 19th century. Central themes to be addressed will include the struggle over the meanings of democracy and constitutionalism, the transformations resulting from industrialization, as well as continental expansion and expropriation of Indigenous lands. We will also examine the series of reform crusades dedicated to religion, abolition and the changing roles of women. Particular attention will

be paid to the formation and consolidation of the United States as both a nation state and as an emergent global imperial power.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST294 Political Fiction

Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-HIST**
 Prereq: **None**

HIST296 Colonial Latin America

This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of Amerindian and Iberian polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-HIST**
 Identical With: **LAST296**

Prereq: **None**

HIST297 Mexican History and Visual Culture from Conquest to the Present

This course offers an introduction to Mexico's history from the conquest of indigenous empires to the present, paying special attention to how images and visual culture--from the Virgin of Guadalupe to patriotic parades to *lucha libre*--not only reflected, but also shaped, Mexican society and its political development. Through this lens, we explore the construction and unraveling of the colonial system, the emergence of the nation, the upheaval of the first major social revolution of the 20th century and its aftermath, and contemporary events. In addition to providing an introduction to major historical phenomena and debates, this course also familiarizes students with methods for using visual materials to understand and interpret the past.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **SBS-HIST**
 Identical With: **LAST257**

Prereq: **None**

HIST298 Oh Canada: Creating the Northern Neighbour, 1776--1896

This course will help answer a pressing question: Why does Canada exist? Students will explore the complicated relationships that shaped America's northern neighbor. With its deep Indigenous heritage, long history of British-French rivalries, and constant influence from the United States, Canada was (and is) a unique democratic experience defined in no small part by its inability to define itself. From the outbreak of the American Revolution until the end of the 19th century, the polyglot inhabitants of loyal British colonies north of the United States constructed a multi-faceted identity that remains the topic of great debate

to this day. Students will examine the political, cultural, and social histories that transformed British colonies into the Dominion of Canada founded on what was and still is Indigenous territory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST300 Medieval Gender and Sexuality

When most people think of the Middle Ages, they may envision an era of pious sexual repression and strict gender norms. Over the past few decades, however, scholars of medieval history have begun to uncover both the colorful variation and unexpected complexity of medieval sex and gender, revealing a world at once deeply familiar and profoundly strange. By exploring everything from the idea of Jesus as a nursing mother to transvestite heroines like Joan of Arc, and from private rumors of sodomy to publicly licensed prostitution, scholars have begun to reconstruct the powerful systems of gender and sexuality that governed the lives of both ordinary and famous people. This research seminar will examine some of their findings, while considering the broader utility of gender and sexuality as categories of historical and social analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS300, MDST300**

Prereq: **None**

HIST301 The Spanish Civil War, 1936--1939

The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of World War II. The ideological character of the civil war in Spain, which appeared to pit left vs. right, or democracy vs. fascism, or nation and religious faith vs. communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe's dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe's response to them through contemporary writings, such as journalistic and participants' accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST302 Reproductive Politics and the Family in Africa

This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced political practices and ideologies and, in turn, changed conceptions of motherhood, fatherhood, and the family.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS303**

Prereq: **None**

HIST303 Medieval on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Medieval people moved: They traded and sent emissaries; they invaded and migrated; they wandered, begged, and ascended the heavens; they went on crusade, jihad, and pilgrimage. This course will first analyze the most consistently preserved sources on medieval movement: accounts of pious travel "for God's sake and not for pleasure." We will then contextualize such accounts with two other types of movement: the physical journeys of traders, diplomats, and warriors, as well as the interiorized journeys of the prophet, the mystic, and the storyteller. By encompassing this variety we will be able to pursue a larger question: Can patterns of exchange across the physical and cultural barriers of geography, language, religion, and governance reveal a more global medieval world than we usually envision?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL308, MDST308**

Prereq: **None**

HIST305 Spanish Identity in the Early Modern World

Who exactly is a Spaniard? And which particular qualities constituted "Spanishness" for peninsulares (i.e., those born in Spain itself), for the diverse inhabitants of the Spanish New World, and for Spain's allies and rivals abroad? Was it a question of blood, culture, religion, or some combination thereof? These were questions that provoked profound anxieties, as well as a variety of responses, in the late medieval and early modern periods, particularly as Spain confronted religious and "racial" others both at home (i.e., Jews and Muslims) and overseas (e.g., Amerindians). In this course, we will closely examine these anxieties and responses, paying special attention to the creation and representation of identity itself. Topics will include the legacy of *convivencia* (i.e., the "coexistence" of Jews, Christians, and Muslims in medieval Spain), "purity of blood" laws, the so-called Black Legend (of Spanish rapacity and fanaticism), and the fascinating artistic genre known as "casta paintings" that depicted the dizzying variety of racial mixtures found and produced in the Spanish colonial world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL285**

Prereq: **None**

HIST307 The Economy of Nature and Nations

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek *oikos*, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the *oikos* over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP307, ENV5307**

Prereq: **None**

HIST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust

This course provides a historical and analytical overview of the Jewish presence in China from the Silk Road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS308**

Prereq: **None**

HIST309 Black Political Thought

This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies. How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and U.S. history?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM309, AMST309**

Prereq: **None**

HIST310 Moving Through the Revolutionary Age: British Colonies and Early America, 1774--1815

Thomas Jefferson argued in his 1805 inaugural address that boundaries were less important than principles. Regardless of where they lived, Americans were Americans. British colonists were equally mobile and equally sure that their British liberties followed them wherever they went, which in no small part led to the Revolution. In the period during and after the American Revolution, with the creation of states and colonies in northern North America, people and ideas moved with regularity from one region to the next, thus testing Jefferson's ideals and extant imperial bonds. This course will examine the movement of peoples and ideas within and across these new boundaries to explore the idea of mobility as a revolutionary, Native, and loyalist ideal. American settlers wanted to push west, and some later moved north; Natives desired to maintain their migratory patterns and traditional lands; and British Loyalists moved to remain members of--and demand changes within--the British Empire, while also relocating to American states when necessary. The borders that divided colonies and separated states were challenged and ignored as soon as they were created. By exploring the political ideals, territorial claims, and movement of people during and after the American Revolution, students will be encouraged to study the Revolution not as an American event, but rather as a North American process shaped by those who moved through it.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM276**

Prereq: **None**

HIST311 Ethnicity, Religion, and Class in the Middle East and the Balkans

The dissolution of empires, Ottoman and Soviet, produced dramatic changes in the economic and social structure of the Middle East and the Balkans, leading to the emergence of new, competing social identities. This course will examine issues of nationalism vs. religious identities; class struggle vs. anti-Western struggle; and the changing role of the minorities, both religious and ethnic, in the larger society in the 19th- and 20th-century Middle East and Balkans.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI311**

Prereq: **HIST234 OR HIST228**

HIST313 Performing Jewish Studies: History, Methods, and Models

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the field of Jewish studies, models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **RELI396, CJST313**

Prereq: **None**

HIST314 Environmentalism in a Global Age

In the 1970s, popular movements achieved landmark environmental protections in the United States and in Europe. Yet in that same period, the globalization of industrial production threatened to undercut the effectiveness of national laws to curb pollution. Moreover, the second half of the twentieth century saw the emergence of new problems like acid rain that transcend national boundaries. This seminar investigates how environmental activism has responded to a range of challenges in the global age, from economic development and species conservation to population growth and family planning. As those two examples suggest, environmentalism has engaged with key developments in the modern world, sometimes in troubling ways. Although the subject matter is historical, this course will also focus on what the history of global environmentalism can contribute to contemporary advocacy, not least around issues related to climate change.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENV5314**

Prereq: **None**

HIST315 Global Histories: Problems in Scale, Scope, Depth, and Time

How big is too big? How far back in time can historians go? How best to understand the relationship between science and history? What counts as evidence? What accounts for the rise (or return, some would argue) of macro-history? What does it portend for the future of microhistory? This advanced seminar will examine the history and historiographical implications of macro-historical frameworks, including comparative history, world history, global history, deep history, and big history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **CHUM341**Prereq: **None****HIST317 The Great Game**

This seminar will examine the mixed history of European imperial projects in Central Asia during the long 19th century: the "great power" rivalry for supremacy in Central Asia, fought mainly in Afghanistan and the surrounding regions (including what is now Pakistan) over two centuries or longer. We will also consider the social and religious implications for Afghanistan and adjacent regions; the geo-strategic background to the conflict, including Timurid dominance in Southern Asia; the "Great Game" dimensions of the Cold War, the War on Drugs, and the War on Terror; and the "Great Game" in literature, art, film, and popular culture.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Prereq: **None****HIST318 The Politics of Death: The Living, the Dead, and the State**

This course will explore the intersections between the living, the dead, and the state, focusing on the ways that death and the dead body raise particular questions and problems for different kinds of political regimes. The course will examine the collisions between the state and the dead, both symbolic and material, by investigating spaces where the state and death intersect in revealing ways: cemeteries, cremation, monuments, rituals, and religious institutions and cultures. The course will also follow, borrowing anthropologist Katherine Verdery's term, "the political lives of dead bodies," the ways in which states mobilize dead bodies to reconfigure the political order.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CHUM**Identical With: **CHUM352**Prereq: **None****HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918--1933**

Born in defeat and national bankruptcy; beset by disastrous inflation, unemployment, and frequent changes of government; and nearly toppled by coup attempts, the Weimar Republic (1918--1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science, and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **GRST264, CJST319**Prereq: **None****HIST320 Power and Resistance in Latin America**

This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regime in Argentina, and the civil war era in Peru. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-LAST**Identical With: **LAST300**Prereq: **None****HIST321 Media and Power in Latin America: From Quipus to Twitter**

This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements. Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **LAST320**Prereq: **None****HIST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present**

Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in *Tristes Tropiques* (1955). Students will then conduct independent research into a representation of their interest. Possible topics

include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film *Fitzcarraldo* (1982).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST322**

Prereq: **None**

HIST323 Religion and History

This course will examine some ways that scholars have understood the role of religion in history. Readings will reflect a wide variety of theoretical, theological, and disciplinary perspectives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI298**

Prereq: **None**

HIST324 Homelands and First Nations: Native Worlds in North America

This class will investigate the story of Natives discovering Europeans. It is a difficult story to tell, because few indigenous inhabitants left written records describing what it was like when ships arrived on the shores and the men and women disembarked, established settlements, and began the process of expanding across the continent. Some encounters were peaceful, while others were violent. Every encounter, however, can be understood by studying Native societies and their worldviews. Far from static and unchanging groups, indigenous nations were constantly adapting to their physical and spiritual world. This class will use primary and secondary sources to explore North America from the Native perspective, including the rise and fall of great societies before the arrival of Europeans, strategies of contact and exchange after 1500, and the quest to maintain authority and independence during the 18th and 19th centuries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST327 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians

This seminar investigates a unique "age of empires" in the wider Mediterranean world--the ninth century--during which imperializing political revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these "renaissances," we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return, specifically of Greek, Roman, and Persian imperial traditions. The course uses a workshop environment that relies on both collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations and a (in-translation) source-based research project.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL347, CHUM315**

Prereq: **None**

HIST328 The Immigrant City in the United States, 1880--1924

The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes

in the years that American culture made the transition to modernity. This seminar examines the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. The connections between mass immigration and the emergence of mass entertainment will be explored with special attention to the film industry and amusement parks such as Coney Island. Paintings, photographs, architecture, and film will supplement written sources.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST328, FGSS328**

Prereq: **None**

HIST329 Race Discourse in the Americas

This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, we will examine the significance of race in several meaningful contexts, including the expropriation of indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. In addition, we will analyze the phenomenon of race in the U.S. civil rights movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s. Rather than employing the liberal humanist emphasis on "race relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as a organizing principle that institutes our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM303**

Prereq: **None**

HIST330 American Utopias in the 19th Century

This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect nation-state has been a persistent and recurrent feature in American history. This seminar explores precursors in the long 19th century to more recent utopian theory and experimentation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST330, RELI330**

Prereq: **None**

HIST332 Stalinism

This seminar examines the Stalin period in Soviet history, from the late 1920s to 1953. As one of the most brutal dictators of the 20th century, Stalin has been at the center of historians' attempts to make sense of the Soviet Union, socialism, and totalitarianism. This course will not only examine the biography and personality of Stalin as the ruler and shaper of the Soviet Union, but also explore the political, social, cultural, economic, and intellectual life of Soviet

socialism to gain a deeper understanding of the ways that people in the Soviet Union lived, worked, died, survived, fought in wars, and participated in the construction of a new civilization and way of life. The readings of this seminar will combine historians' conflicting interpretations of Stalin and Stalinism with fiction, diaries, memoirs, music, and films from the period.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES332**

Prereq: **None**

HIST334 Social History of Islam in Africa

The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST335 Nature, Science, and Empire in Early Latin America

This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST335**

Prereq: **None**

HIST337 Mystical Traditions in Islam

Muslim scholars today often condemn the mystical traditions of Sufism as being un-Islamic. But for almost 1,000 years, mysticism provided an alternative voice to Muslim believers. This course will explore the origins and development of Sufism and its extraordinary impact on the cultural life of Muslims over the past millennium.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RELI355**

Prereq: **None**

HIST338 History and Theory

This seminar will explore the contemporary theory and philosophy of history, giving special attention to the publications of "History and Theory," the academic journal owned and edited by Wesleyan University faculty for the past 50 years. We might discuss such topics as the nature of historical truth; history as a science, with laws, and as an art, with style; the nature of historical time; gender history; agency and causation; history of the emotions; and history's moral imperatives; as well as the ramifications of the postmodern turn. We will give special attention to recent arguments about the theory of history and the nature of the past. Key figures are likely to include Walter Benjamin, R. G. Collingwood, Jacques Derrida, Michel Foucault, Hayden White, Frank Ankersmit, Barbara Rosenwein, Joan Scott, and Dominick LaCapra.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST342 The Rise of the Conservative Movement in the United States Since 1945

So inevitable, yet so unexpected," Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did mid- and late-20th-century American conservatives compare to earlier sorts of conservatism in America in the early Republic, the antebellum South, modern American liberalism, and political conservative parties in Europe and Britain? What is the historical significance of the movement?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST344 Advanced Seminar in Latin American History

This upper-level seminar is designed to give students with previous course work in Latin American studies or study-abroad experience in Latin America the opportunity to pursue their interests at an advanced level by writing a research paper that can satisfy the senior capstone requirement in either history or Latin American studies. Drawing on the original conceptualization of the colonial heritage of Latin America and moving through transformations in the field, we will analyze recent scholarship in such topics as environmental history, gender, medicine, popular culture, race, and redemocratization and historical memory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST301**

Prereq: **None**

HIST346 Knowledge, Race, and Justice: A Transhistorical Perspective

This course examines the relation between the production of knowledge and discourses of race/alterity in three significant historical moments: during the 16th-century expansion of Spain into the Americas, during the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca's discussion of the "affairs of the Indies," undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework

within which the question of the status of the indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups, this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States. Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM342, AFAM342**

Prereq: **None**

HIST347 The Social Question and the Rise of the Welfare State in Germany

Germany was one of the first countries to define a "social question" and develop a modern welfare state. While German welfare provisions later became models for similar programs in most industrial countries, many enduring attributes of the welfare state owe much to the peculiar German context out of which it arose and the unlikely set of forces that helped to shape it. This advanced seminar explores this history by analyzing the development of the German social question, social research, and social policy from the late 18th century to the mid-20th century. Drawing on a wealth of primary and secondary sources, the course begins by investigating the poor relief and agricultural reform policies of the Old Regime, the Stein-Hardenberg reforms in Prussia, and the problem of pauperism before and during the 1848 Revolution. Most of the seminar analyzes the transformation of the social question between 1850 and 1930 through rapid agricultural change, industrial growth, urbanization, and the rise of Social Democracy, exploring the impact of these processes on workers, the middle classes, public opinion, political parties, academics, and government officials. We will focus especially on the passage of Bismarck's social insurance legislation in the 1880s, allowing a critical assessment of the conditions, opinions, and interests that enabled the creation of the first welfare state. Finally, we will assess the social question and welfare state as they are relevant to evaluating Germany's "special path" of historical development in the 20th century by drawing the German welfare state into comparative perspective.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST349 Comparing Revolutions: The United States and Early Canada, 1774–1815

The American Revolution didn't just create the United States. Loyalists fled to British colonies in what would become Canada, while Native nations reasserted their sovereignty over ancestral homelands. British, French, American, and Indigenous peoples in North America expanded (or moved) west, established new communities, and struggled to retain (or create) new identities. Students in this seminar will read widely in the literature of the revolutionary era as it pertains to American, Canadian, and Native groups and will undertake specifically comparative research as part of Professor Lennox's larger book project. What did

Benjamin Franklin think of Montreal? Where did Iroquoia go after 1783? How did the creation of states such as Vermont compare to the division of Quebec the same year? What impact did David Thompson's exploration for the Hudson's Bay Company have on Lewis and Clark? By combining close reading of the most recent literature with in-depth exploration of primary sources, this seminar will encourage students to consider the Revolution as a continental rather than national event.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM318**

Prereq: **None**

HIST350 Modern Social Thought

The "question of modernity" sparked cultural and intellectual narratives throughout the 19th and 20th centuries. Since Hegel's *Lectures on the Philosophy of History*, succeeding generations of philosophers, artists, writers, literary critics, cultural and intellectual historians have demonstrated the social and historical significance of knowledge within their respective theories of the individual and society. Upon examining these intellectual discourses concerning modernity and postmodernity, the course will emphasize the systematic discussion of theories that made efforts to explain the historical process, as well as the interrelationship of individuals, theorists, and literary figures of the period. Major thinkers will include Hegel, Marx, Nietzsche, Freud, Dostoevsky, Flaubert, Zola, Proust, Weber, Foucault, and Habermas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST353 The Communist Experience in the 20th Century

Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES353**

Prereq: **None**

HIST358 Ireland: History Remembered and Forgotten

The writing of history is often a political act. Perhaps nowhere has the practice been as politicized as in Ireland where the two competing traditions on the island, Nationalist/Catholic and Loyalist/Protestant, have advanced their respective cause through the appeal to history so that two very different narratives of the island's past have emerged. This course will examine the

history of Ireland from the rebellion of 1641 to the Good Friday Agreement of 1998. In doing so, we will see how differing memories of the past have shaped how members of both communities respond to their present. History here will be broadly defined as being both the formal production of historical texts by scholars and history as it is remembered by ordinary people in stories and songs. Finally, we will examine the "Revisionist" school of Irish history that has sought since the 1970s to put forward a unified narrative of Ireland's past. Did those efforts lead to peace?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST362 Issues in Contemporary Historiography

This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I will explore varieties of evidence and problems of interpretation; Part II will provide a close examination of a historical problem using primary sources; and Part III will consider methods of and models in the construction of historical explanation. This course should be taken in junior year.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST366 A History of Incarceration in the United States

This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CSPL366**

Prereq: **None**

HIST367 Life of Modern Fact

Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP367**

Prereq: **None**

HIST369 Issues in the Environmental History of Japan

Many people continue to voice the idea that the Japanese have a special relationship with nature while thinking, for example, of Japanese gardens and the deification of natural objects such as trees and rocks. The triple disaster of earthquake, tsunami, and nuclear meltdown that occurred in 2011 has

challenged that perspective. Yet few are aware of the tremendous human impact on the environment of the Japanese archipelago and its surrounding regions in both premodern and modern times. In this course we will place Japanese environmental history into a wider context while examining how economic, social, and cultural forces have had an impact on the natural environment. Topics include premodern deforestation and water management, the toxic effluvia of mining, mercury poisoning, nuclear contamination, and changes in disease patterns.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST370 Disease and Health in Modern Asia

While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly over the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire--both Western and Japanese--are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS272, SISP370**

Prereq: **None**

HIST371 Fascism

This seminar aims to identify varieties and components of fascist ideologies and to undertake comparative analysis of European fascist movements in the first half of the 20th century. The initial focus will be on the several ways fascism has been defined and understood, including examples of how the term has been utilized to characterize certain governments and personalities. Specific attention then will be devoted to Italy, Germany, Spain, and France, with emphasis on Mussolini and Hitler and their regimes. Additionally, apparent linkages of fascism to post-1945 politics, such as the National Front in France, will be explored. Other fascist movements may be chosen as the subject of a major research paper. Materials for the seminar will include documentary sources, films, interpretive studies, and biographies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

HIST372 North of America: Creating Canada in the 19th Century

The American Revolution created two new nations: the United States and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country. This seminar will introduce students to what happened north of America after the Revolution, specifically in the places that later became Canada: from politics to social life, rebellions against the government to conflicts with Native nations, labor unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus

on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the United States.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST372**

Prereq: **None**

HIST374 Food Security: History of an Idea

The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP374**

Prereq: **None**

HIST375 The End of the Cold War, 1981–1991

In the late 1970s and early 1980s, the relative stability that prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and more fundamentally, since the East and West German governments were formed in 1949) broke down. By mid-1982, well-informed figures in both Washington and Moscow feared nuclear war. Hostility between the two governments only intensified over the succeeding months. Yet by mid-1988, the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this profound transformation occur? This seminar will concentrate on this question. It will call into question both the liberal and the conservative explanations for these developments that have reigned in the United States over the past two decades. Students will read secondary works, memoirs of negotiators, and primary documents from both sides. In the concluding weeks, each student will do a research essay.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **REES375**

Prereq: **None**

HIST377 Comparative French Revolutions

This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FIST377**

Prereq: **None**

HIST380 Labor and Religion in American History

This seminar will explore how religious faith, ideas, and organizations influenced labor over the course of American history since the Industrial Revolution. It will begin with Old and New Testaments, Marx and Engels, and some of the path-breaking work on religion in the English working-class, then focus on America including the social gospel, Christian socialism, the Catholic Church and labor unions, black churches, immigrant churches, militant secularism (itself a kind of faith), the influence of faith of employers and mediators, and other aspects of the subject.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST299**

Prereq: **None**

HIST381 Japan's Nuclear Disasters

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course. This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP381, CEAS384, DANC381**

Prereq: **None**

HIST382 Anthropocene as Modern Grand Narrative

The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's system, and the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, *Sciences Module*, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism vs. uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale—one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-CHUM**Identical With: **CHUM307, SISP382**Prereq: **None****HIST383 French Existentialism and Marxism**

This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, political engagement, ethical relativity, free will, and determination.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Prereq: **None****HIST386 History of Science and Technology in Modern China**

Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **SISP285, CEAS222**Prereq: **None****HIST387 History of the End**

How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **SISP387, ENV5387**Prereq: **None****HIST392 The Acceleration of Europe: Mobility and Communication, 1000---1700**

This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital

humanities such as network analysis, geographic information systems, and database analysis.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-CHUM**Identical With: **CHUM267**Prereq: **None****HIST393 Materia Medica: Drugs and Medicines in America**

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **AMST393, SISP393**Prereq: **None****HIST395 If there is no God, then everything is permitted?" Moral Life in a Secular World**

In Fyodor Dostoevsky's *The Brothers Karamazov*, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity. One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **REES344, RELI393**Prereq: **None****HIST399 History and Geography**

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how

maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS214, ENV5399, SISP399**

Prereq: **None**

HIST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

HIST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

HIST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

HIST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

HIST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

HIST420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

HIST423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

HIST465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

HIST466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

HIST467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **2.00**

Gen Ed Area: **None**

Prereq: **None**

HIST469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

HIST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

HIST492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

HIST496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

ITALIAN (ITAL)

ITAL101 Elementary Italian I

This gateway course is the first half of a two-semester elementary sequence and an ampersand (&) course. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will learn to talk about things in your own immediate environment, such as family, friends, daily routine, likes and dislikes, and you will learn how to handle basic social interactions such as meeting people, planning events, eating out, inquiring about other people's lives, and relating information in simple terms. We will explore roughly five units of the textbook; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

ITAL102 Elementary Italian II

This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. By the end of this course, you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian. We will explore roughly five units of the textbook; additionally, your linguistic and cultural experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL101**

ITAL103 Intensive Italian

Intensive Italian is a course designed for highly motivated students who wish to learn the basics of Italian language in one semester. The course emphasizes the development of basic oral and written competence, and reading and aural comprehension skills. In this course, you will master the linguistic skills necessary to function in day-to-day circumstances in Italian as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. We will use the textbook both in class and at home; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance. This course is particularly recommended for students with a background in other romance languages, such as Spanish, French, or Portuguese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

ITAL111 Intermediate Italian I

This course is the first half of a two-semester intermediate sequence and an ampersand (&) course. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL102**

ITAL112 Intermediate Italian II

This course is the second half of a two-semester intermediate sequence (ITAL111 & ITAL112). Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural

differences and similarities between your native culture and Italian culture. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL111**

ITAL221 Advanced Italian Practice in Context I

This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically, taking into consideration a group of three themes that could change from one year to the next. Some groups or themes that might organize the course include the following groupings: l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato, il presente, e il futuro. We examine these themes in literary texts, paying attention to the different genres, and in opera and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL112**

ITAL222 Advanced Italian Practice in Context II

This course is the counterpart to ITAL221. Whereas that course addresses specific themes in Italian texts (e.g., of love, death, and the other) from Dante until the end of the 20th century, this course focuses instead on key events in Italian culture and history. Each event narrates a particular moment in Italian history and will be examined from a variety of perspectives and in a variety of genres, including prose fiction, prose nonfiction, poetry, cinema, and history. Combinations of events will change from one academic year to the next, which is why students are allowed to repeat. Typically, the course will use three to four events as anchors for its teaching units. Some of the possible thematic events that will structure the three or four units making up the course include the return of Marco Polo (1295), the kidnapping of Edgardo Mortara (1858), Marconi invents the radio (1895), the battle of Caporetto (1917), the retreat from the Russian front in World War II, the deportation of the Jews beginning in 1943, introduction of the Fiat 500 (1957), the 1966 flood of the Arno River, the ratification of the divorce law in 1974, the 1977 killing of Francesco Lo Russo by the Bologna police, the 1978 assassination of Aldo Moro by the left-wing terrorist group the Red Brigades, the 1992 Mafia assassinations of Judges Giovanni Falcone and Paolo Borsellino, the Tangentopoli corruption scandals of the 1990s, the election of Denny Mendez as Miss Italia (1997), the economic phenomenon of "Made in Italy" in the 1990s and Berlusconi's terms as prime minister in 1994--1995 and again in the 2000s, and the earthquake in Aquila in 2009. How does each event resonate through the varied genres, and how do the fictional representations treat the facts of the events and the themes that emerge from them? These are two of the questions we will reflect on as we go along.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL112**

ITAL224 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance

In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolò Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST224, COL224, MDST223**

Prereq: **None**

ITAL226 The Cosmos of Dante's Comedy

This course provides an in-depth introduction to Dante Alighieri's 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include: representations of the afterlife; the soul's relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetics and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; and the reception to Dante's work from the 14th-century to present. The course combines a close analysis of Dante's literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST226, COL234, RELI218, MDST226**

Prereq: **None**

ITAL227 The Invention of Subjectivity: Erotic Discourse from Dante to Petrarca

In this course, we will investigate the ideology, content, and material forms of love poetry from Dante Alighieri (1265--1321) to Francesco Petrarca (1304--1374). Through a close reading of such texts as Dante's *Vita Nova* and Petrarca's *Rerum vulgarium fragmenta* (often referred to as the poetry book par excellence: *il canzoniere*), we will unveil the literary and fictitious nature of the poetry of love. We will explore the origins of erotic poetry in medieval France and its subsequent interpretation and re-writing in Italian courts and *comuni*. We will inquire into the cultural constructions of the medieval notion of the lyrical self and how it still has an impact on our own notion of consciousness. We will analyze the dynamics of composition, circulation, and reception in manuscript culture. Our close analysis of the texts as they have been preserved in manuscript form will help us gauge the differences between medieval and

contemporary ways of writing, reading, and loving. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

ITAL229 Italian Bodies: Race, Gender and National Identity in Modern Italian Literature

The metaphor of the nation as a body--a motherland, a fatherland, a body politic--is a familiar one. Italian literature is rich with images of Italy as a woman to be saved, a mother honored, a father avenged. But what are those bodies made of and how do they behave? What are the shapes and feels of the Italian body? In this course we will test the limits and possibilities of the metaphor, examining texts that offer different bodies and differing notions of what it means to be a body and to be Italian. As we read and discuss these texts we will take into account the times and places in which each narrative is situated, taking note of differences and commonalities, paying special attention to the ways these articulations of identity respond to transformations in the Italian national landscape. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

ITAL231 Italian Colonialism and Its Legacies

This course is an introduction to the history and consequences of Italian colonialism. We will study literary and historical texts describing the social and political forces that led to colonization as well as writings by colonized people and their descendants in order to gain a balanced, comprehensive understanding of this often-overlooked moment in Italian history. Students will read futurist, fascist and postcolonial theoretical work and will examine Italian, African and Albanian cultural artifacts representative of the colonial experience. We will also discuss current debates about immigration in Italy and their relationship to this colonial history. Literary texts will include: Dell'Oro's *L'abbandono*; Cialente's *Cortile a Cleopatra*; Ali Farah's *Madre piccola*; Marinetti's *Mafarka futurista*; and work by prominent Italian scholars of colonialism such as Del Boca and Isnenghi. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

ITAL233 Modern Italy on the Silver Screen: 1960--2015

This course is an introduction to modern Italian culture through the lens of Italian cinema. Beginning in the postwar era, we will look at the radical transformations that have shaped contemporary Italy by examining the aesthetic and narrative trends of the silver screen. Italian cinema holds an important place in global film culture, giving rise to new artistic forms (from neorealism to spaghetti westerns and arthouse slashers) that have dramatically impacted foreign and domestic sensibilities. Among the films screened are Fellini's *La dolce vita*, Pasolini's *Mamma Roma*, De Sica's *Matrimonio all'italiana*, Leone's *Il buono, il brutto, il cattivo*, Argento's *Suspiria*, Moretti's *Caro diario*, Ozpetek's *Saturno contro*, and Giordana's *Quando sei nato non puoi più nasconderti*. Each film screening is accompanied by a brief presentation of the socio-historical context in which it was produced, allowing students to situate the artistic projects within broader Italian social and political histories. By the end of the term students will have an understanding of the last half-century of Italian national history and will be familiar with key terms in film theory and analysis. This course is taught in English; films will be screened in Italian with English subtitles.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST233**

Prereq: **None**

ITAL234 Art of Love: Expressions of Eros in Early Modern Italy

Medieval and Renaissance authors believed that God had created the universe "with love," and therefore they considered the role of love in nearly every facet of their lives. Writers, philosophers, and theologians debated what role love played in the relationships between the human and divine, physical and metaphysical, individual and society, and sex and compassion, as well as what role love played in the creation of art itself. In this course, students will examine notions of love and sex in relationship to a variety of cosmological, literary, and existential early-modern issues. Students will first be introduced to the origins of erotic literature--for example, the Bible, Latin elegy, and medieval social codes of behavior. Students will then read selections of the Italian lyric tradition, as well as works by Dante, Petrarch, and Boccaccio, the so-called "Three Crowns" of vernacular eloquence. Finally, students will study the Neoplatonic-inspired erotic literature and art of the Renaissance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST237**

Prereq: **None**

ITAL235 The Invention of Fiction: Giovanni Boccaccio's Decameron

In this course we read and discuss Giovanni Boccaccio's *Decameron* (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the *Decameron* as both a product and an interpretation of the world Boccaccio inhabited. We examine the *Decameron's* tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST245**

Prereq: **None**

ITAL239 The Courtier and the Courtesan in Renaissance Italy

This course will use the issue of gender as a lens through which to examine questions of power and authority in the Renaissance Italian court. We will study the self-fashioning of courtiers in 15th- and 16th-century Italy, asking to what extent this role was exclusively "male" and what women's participation in the intellectual life of the court says about contemporary power relations. Then we will draw comparisons with the more traditional female figure of Renaissance courtly culture--the courtesan--investigating the status that these women sought to establish through their literary and amorous exchanges. Our understanding of these figures will come from texts in a variety of genres written by and about courtiers and courtesans. We will read from female and male authors; we will also study closely two fundamental reflections on Renaissance courtly culture--

Castiglione's *Il cortegiano* (The Book of the Courtier) and Machiavelli's *Il principe* (The Prince). Like our own culture, Renaissance Italy was steeped in visual media, and we will pay attention to the cross-fertilization between the texts we study and works by artists such as Botticelli, Michelangelo, and Tintoretto. Finally, we will also engage with some modern reflections on courtly culture and the Italian Renaissance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **(ITAL221 AND ITAL222)**

ITAL240 Fascism, Futurism, and Feminism: Forces of Change in 20th-Century Italy

This course investigates three forces at work in Italy in the first half of the 20th century. We explore Italian fascism, futurism, and feminism through a variety of media, including literary, cinematic, and artistic expressions, and will consider each movement in its sociohistorical context. Marking its centennial, World War I and Italy's engagement with it will also offer an important chapter for study. Some of the questions we will contemplate: How did the radical annihilation of standard mores and culture proposed by the futurists help pave the way for Italian fascism? How did feminism in the first half of the century offer examples of resistance to both fascism and futurism? The texts we will consider include the paintings, sculpture, manifestos, and poetry of futurism; Sibilla Aleramo's early feminist novel *Una donna*, as well as the writings of other Italian feminists resistant to the ultraviolence and misogyny of futurism and the instrumentalization of gender under Italian fascism. We explore similarly varied texts representative of the fascist era: examples of rationalist architecture and urban planning; Alberto Moravia's novel of social mores during fascism, *Gli indifferenti*; selections from Antonio Gramsci's political prisoner of the regime, *Quaderni del carcere* and *Lettere dal carcere*; and at least one film made under the conditions (economic, industrial, and propagandistic) of fascism. The class concludes with examination of Alba de Cespedes's runaway bestselling melodrama from 1938, *Nessuno torna indietro*. Our goal is an understanding of the ideological dis/connections between fascism, futurism, and feminism in the Italian collective unconscious in a historical juncture of profound social, economic, and political transformations. By focusing on the interconnections of these forces, we strive for a panoramic understanding of Italy as it moved to embrace modernity in the first half of the last century.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL222 OR ITAL112**

ITAL242 Home Movies: Italian Families on Film

What is "the family" in Italy's contemporary social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship, or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1960 through today. We will take stock of the "traditional" family and the traditional social values connected to it, seeking to understand how filmmakers, through their focus on the family, enter into the debate concerning tradition and change within the social context. In addition to conventional families, we will also examine the elective family that takes shape as the Mafia family. Finally, we will also explore some examples of contemporary families that challenge the traditional paradigm—for example, single-parent and same-sex families. After discussion of critical readings in sociology and anthropology that will help frame our examination throughout the semester, we will concentrate on film texts. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL221 OR ITAL222**

ITAL243 Subversion, Liberation, and Redemption in Italian Renaissance Comedy

Avidly in search of fulfillment of body and soul, self-determination, and pleasure of all kinds, Renaissance writers explored comedy both to provoke laughter (in and out of court) and provide conceptual alternatives to reality. This course examines the historical, literary, and anthropological dimensions of comedy and the comic in an array of texts of the Italian Renaissance. We will explore the comic and its various expressions the novella, the facetia (witty anecdote), the apologue, the comic play, the mock-heroic poem, and the treatise. We will seek to understand the various functions of the comic, as a form of political subversion, as mode of social critique, as practice of erotic liberation and marginalization, as opportunity for psychological escape, as spiritual healing, and as the reconciliation of conflict. Along the way, we will investigate contextual elements such as dramatic performance, patronage, audience, and the architectural space of Renaissance theaters. The close reading of works by authors such as Niccolò Machiavelli, Ludovico Ariosto, and Giordano Bruno will allow us to probe the subversive and redeeming power of comedy to underscore continuities and ruptures between the Renaissance quest for human identity and ours. This course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL221 OR ITAL222**

ITAL248 Singing the Self: Italian Lyric Poetry 1220-1550

The sonnet was invented in Italy in the early 1200s, the dawn of a vibrant culture of lyric poetry that produced Dante and Petrarch and that continues to this day. This course will give students the technical means to understand early Italian poetry linguistically, rhetorically, and ideologically. Your spoken Italian will advance through analytical recitation exercises illuminating the musical beauty of these works. Meanwhile, our discussions will delve the philosophical and historical context of this remarkable flowering of technical prowess and literary self-expression.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL221**

ITAL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

ITAL407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ITAL408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

ITAL409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

ITAL419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ITAL420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

ITAL491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

ITAL492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

JAPANESE (JAPN)

JAPN103 Elementary Japanese I

An introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week, and includes weekly TA sessions. No credit will be received for this course until you have completed JAPN104.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

JAPN104 Elementary Japanese II

Continuation of JAPN103, an introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week. Weekly TA sessions are mandatory.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN103**

JAPN205 Intermediate Japanese I

This course offers continued practice in speaking, listening, reading, and writing. Four hours of class and a TA session per week.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN104**

JAPN206 Intermediate Japanese II

Speaking, writing, and listening. Reading in selected prose. Four hours of class and a TA session per week.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN205**

JAPN217 Third-Year Japanese I

This course offers continued practice in speaking, listening, writing, and reading. Three hours of class and a TA session per week.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN206**

JAPN218 Third-Year Japanese II

This course introduces selected readings from a range of texts. Course-work includes oral exercises, discussion, and essays in Japanese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN217**

JAPN219 Fourth-Year Japanese I

This course includes close reading of modern literary texts, current events reported in the media, and visual materials. The content and cultural contexts of the assignments will be examined through critical discussion in Japanese.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN218**

JAPN220 Fourth-Year Japanese II

This course includes continued practice in reading, writing, speaking, and listening to modern Japanese. The class will be conducted entirely in Japanese.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN219**

JAPN229 Debating Japan and the World in Japanese

Tied to courses being offered in the CEAS, students in this course read related literature, scholarly articles and blogs, watch videos and films, and debate in Japanese about current events and issues surrounding Japan, Asia, and the world. Guest Japanese speakers may visit the class. Some possible themes are foodways, educational systems, Japanese relations with other Asian countries, identity and stereotypes, and cultural appropriation. However, an overarching focus will be on the history and current dynamics of Japanese-American relations. All materials, reading and writing assignments, and discussion will be in Japanese, with some comparative materials in English, and some translation by students into English. Native speakers of Japanese are strongly encouraged to participate.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

JAPN230 Contemporary Japanese Politics in Japanese

This seminar is a discussion-based class designed for advanced language learners and native speakers of Japanese. We will discuss a wide range of contemporary topics in Japanese society and politics. All texts, discussions, and assignments will be in Japanese. Diverse texts will be used--for example, newspaper, magazine, and academic journal articles as well as video broadcasts and web resources.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

JAPN401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

JAPN408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

JAPN409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

JAPN419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

JAPN420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

JAPN465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

JAPN466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

JAPN491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

JAPN492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

KOREAN (KREA)

KREA153 Elementary Korean I

Elementary Korean is offered as a yearlong course that will introduce students to written and spoken Korean. Taught by a native-speaker instructor, the course is useful to students who may have spoken Korean at home as well as to those students who have no previous experience with the language.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

KREA154 Elementary Korean II

Elementary Korean II is the second part of the elementary course in Korean. Students will develop communicative skills in speaking and listening, but increased attention will be given to reading and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: [**KREA153 or LANG153 or ALIT153 or EAST153**]**KREA205 Intermediate Korean I**

Intermediate Korean I is the first part of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****KREA206 Intermediate Korean II**

Intermediate Korean II is the second half of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **KREA205****KREA217 Advanced Korean I**

Advanced Korean I is the first half of the advanced course in spoken and written Korean. Various functions of more complex grammar patterns and vocabulary than those learned in previous levels will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **KREA206****KREA218 Advanced Korean II**

Advanced Korean II is the second half of the advanced course in spoken and written Korean. In addition to the textbook, selected readings from news articles and short stories from modern Korean literature will be introduced to help students develop their writing skills and a higher level of reading comprehension. Upon the completion of this course, students will be able to demonstrate an advanced level of balanced communicative skills in speaking, reading, writing, and listening.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **KREA217****KREA401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****KREA402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****KREA412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****KREA491 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT****KREA492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT**

LATIN (LAT)

LAT101 First-Year Latin: Semester I

Conquer Latin in less than two semesters! Acquire a basic vocabulary and build your skills with essential grammar as you develop your ability to read passages in Latin from the principal classical authors--including Cicero, Vergil, and Ovid. This first semester covers two-thirds of the Wheelock textbook. In the second semester (LAT 102), you will complete the text by spring break and then read a Latin novel.

Offering: **Host**Grading: **OPT**Credits: **1.50**Gen Ed Area: **HA-CLAS**Prereq: **None****LAT102 First-Year Latin: Semester II**

Continue your conquest of Latin by completing your acquisition of a basic vocabulary and essential grammar. After completing the final third of the Wheelock textbook, you will begin reading a Latin novel featuring shipwrecks, pirates, broken hearts, and true love while refining your skill with Latin and increasing your speed with comprehension.

Offering: **Host**Grading: **OPT**Credits: **1.50**Gen Ed Area: **HA-CLAS**Prereq: **LAT101****LAT201 Catullus and Cicero: Love and Life in Republican Rome**

A selection of the poems of Catullus and portions of Cicero's *Pro Caelio* as a reflection of life in late Republican Rome, with a particular emphasis on the intersection between the lives of Catullus, the young Caelius, and their mutual love-interest Lesbia/Clodia. This course is intended for students with one year of college Latin or the equivalent (normally three to four years of high school Latin) includes a thorough review of Latin grammar and syntax.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****LAT202 Ovid: METAMORPHOSES**

Students will read in Latin selected stories from the *METAMORPHOSES*, Ovid's great un-epic epic, in which he recounts myths of shape-changers from the creation of the world down to his own time and that of the emperor Augustus.

Ovid's stories inspire humor, pathos, and horror and may be grotesque or sentimental, sometimes both at the same time. They deal with issues such as divinity, power, love, rape, order, and identity, all in classic versions of famous myths influential throughout the centuries, told with the poet's distinctive wit and sense of incongruity. The class will focus on close reading of the Latin text and on Ovid's treatment of the myths and the distinctive approach he brings to the ever-shifting world he describes. The course will include an introduction to Latin meter, and class discussion will address modern critical approaches to Ovid.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT222 Lucretius

Imagine there's no heaven..." This course offers close reading in Latin of extensive selections of the *DE RERUM NATURA*, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods never help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius' Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT231 Vergil: AENEID 7-12

Books 7--12 of the *AENEID* describe the arrival in Italy of Aeneas and the Trojans and the war they must fight against the rugged peoples already occupying the land that they have been told is fated to be theirs. We will do close reading of most of these books in Latin (with the goal of improving each student's ability to read Latin quickly and with accuracy) and of the whole poem in English. By looking critically at the poem in its historical and literary context, we will try to determine what suggestions Vergil is making about war, heroism, the recent civil wars, and accession to power of Augustus, and the strengths and weaknesses of the Roman state and people.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT241 Horace

In this course we will sample representative examples from a range of Horace's poems, including his *SATIRES*, *ODES*, *EPISTLES*, and *ART OF POETRY*. Horace is a brilliant exponent of the Latin language, capable of a range of tones, from beautiful and subtle lyric to high comedy, with a flair for the human scale, a taste for deflating the self-important, and an elusive strain of undogmatic moral seriousness. In addition to reading some of the poems, students will also read select examples of modern criticism. As a final group project, students will each prepare a paper on a poem or poems of Horace that will form the basis of a presentation: "An Evening with Quintus Horatius Flaccus: Horace in (Mainly) His Own Words.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT242 Roman Elegy

This course will focus on reading the poetry of the Roman elegists Propertius and Ovid. We will work toward an understanding of the genre of elegy in Rome, these two poets' relation to it, and the historical and cultural context of Augustan Rome that shaped its production and reception.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT253 The Roman Historians

The course will be devoted to studying the principles and methods of Latin historiography. Students will read selections in Latin from Livy and both ancient and modern discussions of the writing of history. Special attention will be paid to the role of narrative and description in history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT254 Apuleius: THE GOLDEN ASS

Fast-paced, magical, sexy, and bizarre, Apuleius' *GOLDEN ASS*, or *METAMORPHOSES*, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

LAT262 Reading Latin, Writing Latin

This is a nontraditional introduction to writing Latin. Through reading and discussing short selections of mainly narrative and descriptive Latin prose from all periods, from the classical to the Renaissance, students will develop greater familiarity with Latin styles and the expressive possibilities of the language. Students will try writing Latin themselves (often collaboratively and with ample opportunity for revision). Subjects will include proverbs, familiar sayings or catchphrases, song lyrics, and so forth (anything is fair game for translation), as well as short narratives, culminating in a final project. As well as developing greater facility with Latin, students will reflect on the experience of learning Latin, the history of Latin, and its place in the modern world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LAT**

Prereq: **None**

LAT270 Catullus

The poetry of Catullus often has an immediate appeal to contemporary readers. In Tom Stoppard's play *THE INVENTION OF LOVE*, the claim is made that he invented love as we think of it. But in addition to his love poetry, Catullus is also the writer of a mini-mythological epic (an *epyllion*), an account of the strange story of the self-castration of Attis, wedding hymns, translations from Greek lyric, invective, and elegy. In this course, we will read an extensive selection of Catullus' poetry and discuss the critical issues they raise in the light of selected readings from modern scholarship.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****LAT281 Roman Satire: Juvenal**

Roman satire, as practiced by Lucilius, Horace, Persius, and Juvenal is a strange hybrid: it combines social criticism, literary parody, philosophical rumination, and obscene burlesque, a self-consciously "humble" genre set in the framework of dactylic hexameter, the meter of high-flown Homeric and Vergilian epic. It is among a small minority of ancient literature which directly addresses itself to the humbler aspects of the everyday lives of Roman citizens. This course on Roman satire will focus on Juvenal, the last practitioner of Roman verse satire. We will begin the course with a selection of short readings from each of the four Roman satirists in order to orient ourselves with standard topics of Roman satire (including dining, country vs. urban life, the body, sex, and gender roles) and differentiate the approaches. We will spend the rest of the semester exploring Juvenal's seminal works: his first and second book of Satires, wherein he situates himself as a figure marginalized by a new order of foreign interlopers, powerful gender deviants, and tyrannical patrons and emperors, as well as Satire 10, his caustically philosophical take on the "Vanity of Human Wishes.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****LAT301 Petronius**

Follow the down-and-out Roman Encolpius as he embarks on a titillating tour of the Mediterranean, persecuted (with impotence!) by the phallic god Priapus. Join him as he attends the longest dinner party in Latin literature, a class-crossing affair including nouveau riche, citizens, slaves, freedmen, and foreigners. In addition to reading the Latin, we will examine issues of scholarship, from the title (*Satyrica*? *Satyricon*?), to the genre, to sexuality, to class and status.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-CLAS**Prereq: **None****LAT401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT407 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**Grading: **A-F****LAT408 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**Grading: **A-F****LAT409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****LAT491 Teaching Apprentice Tutorial**

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Offering: **Host**Grading: **OPT****LAT492 Teaching Apprentice Tutorial**

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Offering: **Host**Grading: **OPT**

LATIN AMERICAN STUDIES (LAST)

LAST127 Catholicism and Ideology in the Hispanic World

Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-LAST**Identical With: **FIST127, RELI127**Prereq: **None****LAST200 Colonialism and Its Consequences in the Americas**

Why does colonialism matter to the fields of American studies, Latin American studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences in the Americas. Among the topics to be discussed are organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the interaction of indigenous, European, and African peoples and the formation of colonial culture and syncretic belief systems; and independence movements and the emergence of nation-states. Consistent with the interdisciplinary nature of American, Latin American, and Caribbean studies, the course introduces diverse theoretical and methodological approaches to these issues.

Offering: **Crosslisting**Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST200**

Prereq: **None**

LAST211 Living the Latin American City: Urban History, Politics, and Culture

This course offers an introduction to modern Latin American cities, exploring how the region's urban spaces—including sprawling megalopolises like Mexico City and Rio de Janeiro—have been made and re-envisioned by elite and poor inhabitants alike. Approaching urban space and everyday life as a terrain of political and social negotiation as well as cultural ferment, the course traces the growth of Latin American cities through case studies that examine themes including colonialism, citizenship, migration, inequality, and social movements, and the tensions between state planning and informality. We also consider how the urban experience shaped intellectuals' and artists' efforts to chronicle, represent, and reimagine the Latin American city in essays, photography, and film.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST112**

Prereq: **None**

LAST217 Resisting Racism, Extraction, and Dispossession in the Americas

This course looks at land-based social movements as responses to the legacies of empire and colonialism. We will begin with an overview of the ideologies of economic and political "progress" that justified the dispossession of indigenous and racialized groups in the Americas. Then we will turn away from the logic of imperial domination to consider alternative forms of knowledge and practice that posit new relationships between nature and society. Of special focus will be a range of ethnographies of land-based movements including the Zapatistas, Garifuna, and MST (Movimento Sem Terra) as well as feminist, indigenous, and antiracist theories informed by the forms of resistance and decolonization that we have studied.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH217**

Prereq: **None**

LAST219 Latin American Economic Development

In this course, we try to understand the puzzle of differential economic development of Latin America as a region and its countries in particular. Our lens of analysis is employing economic tools but also draws on other disciplines such as history and sociology. The course covers a broad range of economics and introduces you to aspects of macroeconomics, microeconomics, international economics, labor and development economics. Initially, we will study different ways to measure development in Latin America. We will then begin our journey to identify reasons and causes for various development outcomes of the Latin American region and differential economic success and failure of specific countries. In the first half of the semester we will examine the historical background and endowments, policies of export-led growth and import-substitution, the debt crisis and the subsequent stabilization. We will cover the financial crisis of the late 1990s and the early 2000s. Then we will turn our focus to the recent years and challenges to economic growth in Latin America and Latin American countries. Here, we will assess trade, investment climate, poverty, and inequality in the region. The situation and policies addressing the informal economy, education and health in Latin America will be discussed in detail. Thereafter, we will analyze gender and ethnicity in the context of Latin American development.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON261**

Prereq: **ECON101 OR ECON110**

LAST220 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antilleanite, Creolite, and Louisianitude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL225, AFAM223, AMST226, FREN225**

Prereq: **None**

LAST226 Spanish American Literature and Civilization

A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major writers and intellectuals in Latin America, including Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Mariátegui, Neruda, Borges, García Márquez, and Bolaño. Special emphasis will be placed on issues related to culture and politics. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN270**

Prereq: **None**

LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (jarchas) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN232, COL226**

Prereq: **None**

LAST234 Resistance and Discourse: The Place of the Indigenous in Modern Latin America

This course will examine how intellectuals and writers of the postcolonial period have made use of indigenous cultures as well as of the first European reflections on those cultures: the chronicles of discovery and conquest. Excerpts from *Vision de los vencidos* and from texts of Cristobal Colon, Bernal Diaz, Hernan Cortes, and Bartolome de Las Casas will be read in conjunction with 19th- and 20th-century essayists, novelists, short story writers, and poets. An important premise of this course is that the indigenous is not only a complex reality in Latin America, it is also an object of discourse, a kind of wild card in the intellectual's hand. The major question we will consider is: How have so-called pre-Columbian and contemporary indigenous cultures been brought forth in the highly polemical context of nation building in the 19th and 20th centuries?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN274**

Prereq: **SPAN221**

LAST240 Development, the Environment, and Society in Latin America

Few issues have defined Latin America's modern history so much as the region's quest for economic development. But the impetus to "develop" has a much longer history of natural resource extraction and directed social change. Policies and practices regarding land use and labor, then, have shaped economic development, the environment, and social and political life in the region to the present. In this seminar we will ask what the historical relationships are between development, natural resources, and society in Latin America from the onset of European colonialism in the 15th century through state- and private-led improvement policies in the 20th century. Specific themes we will consider include: How have policies affected the sustainability of land use in the last five centuries? Has the impetus for development, beginning in the 19th century and reaching its current intensity in the mid-20th, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, what has been the historical relationship between humans and their environment in Latin America? We will consider primary and secondary sources covering periods from pre-Columbian times to the late-20th century, and regions from Mexico to South America to the Caribbean.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Prereq: **None**

LAST241 Asian Latino Encounters: Imagining Asia in Hispanic America

This course will explore the distinctive, and overlooked, Asian connection in Hispanic-American cultures: the fascinating literatures, songs, paintings, and films about "Asian Latinos" in Spanish America, the U.S., and the Philippines, a Spanish colony for more than three centuries that developed its own Spanish-language literature after 1898--in part as a response to the subsequent Americanization of the Philippines. We will begin examining "Orientalist," or exoticizing, views of Asian culture and Asian women of early 20th-century Spanish American and Filipino writers (such as Darío, Tablada, and Jesús Balmori). Then, we will assess travel writings produced across the Pacific--from Mexico to India (Paz), from Chile to Southeast Asia (Neruda), and from the Philippines to Chile (Elizabeth Medina). Finally, we will examine diverse works by writers/artists of Asian descent in Hispanic America. Some of the questions we will address are, How has the view of Asia or Asians changed throughout the past century in Hispanic America? How does Philippine literature in Spanish change our conception of *Latinidad*? By looking at the trans-Pacific reach of the Hispanic, we will be in a better position to appreciate the complexity of the cultural, social, and political legacies of Spanish and U.S. colonialism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN285**

Prereq: **None**

LAST245 Modern Latin America Since 1810

This lecture course explores some of the main themes of Latin America's modern history from the beginning of the independence movements in the 19th century until the present day. In particular, it traces the contentious processes of state-formation and the creation of national and regional identities. Governments, elites, and popular movements fought over questions of race, economic development, and inequality in their attempts to formulate a particular vision of the nation. We will contextualize these struggles in global economic transformations and pay particular attention to the rise of the United States as force in the region.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST245**

Prereq: **None**

LAST246 The State of the State in Latin America

Beginning in the early 1800s, governments imbued with liberal ideals worked to form the state as the central institution to oversee all sectors of society. While each area of Latin America took a different path in the formation of the state, what was similar was the understanding that a strong centralized state with extensive powers was crucial to the creation of a modern and unified nation. In the early years of the formative period of the state, elites worked to "civilize" the citizens through the creation of legal systems, industry, and the inclusion of European immigrants to break away from a colonial past. What developed was a closed society, closely monitored by the state. By the 20th century, the oligarchic order came under attack from the new populist leaders arising throughout Latin America. Under populist leaders, the state worked closely with labor unions, intellectuals, and peasants to build a new, modern society that could provide social justice. The development of the Cold War significantly altered Latin American politics and ushered in a new period of conservative order. Many populist governments slowly failed and Latin America plunged into disorder and civil war. Mounting pressure from the U.S. and elites pressed Latin American military authoritarian states to quickly order and curb the spread of socialism and communism. The state responded with violence, terror, fear, and coercion to eliminate threats. Throughout Latin America, thousands died, were displaced, or disappeared.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Prereq: **None**

LAST247 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST247, AFAM243, ENGL243**

Prereq: **None**

LAST250 Performing "Africa" in Brazil

This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country's progress to being celebrated as "the essence" of a unique, welcoming, exotic culture. This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, capoeira, and *condomblé* in the early 20th century. Focusing on the state of Bahia, the "Afro-Brazilian capital," this course will also cover late 20th-century Afro-centric practices such as *blocos-Afro* and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **AFAM250, DANC252**

Prereq: **None**

LAST252 Race and Nation in Latin America

How does race operate in Latin America, and in what ways does it intersect with the concept of nation and national belonging? The regions we call Latin America and the Caribbean have, since the first human encounter between "Old" and "New" Worlds of the 15th century, been often understood as places of mixture--both cultural and biological. From at least the early 19th century, when independent nations in the region began to emerge from colonial rule, intellectuals, statesmen, and citizens alike have had to contend with "race" and its inextricable connection to the concept of "nation." This course aims to introduce students to the history of race and national formation in Latin America and the Caribbean, from the wake of the independence movements of the early 19th century to the present. It draws on historical, anthropological, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Prereq: **None**

LAST254 Tales of Resistance: Modernity and the Latin American Short Story

Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN284**

Prereq: **None**

LAST257 Mexican History and Visual Culture from Conquest to the Present

This course offers an introduction to Mexico's history from the conquest of indigenous empires to the present, paying special attention to how images and visual culture--from the Virgin of Guadalupe to patriotic parades to *lucha libre*--not only reflected, but also shaped, Mexican society and its political development. Through this lens, we explore the construction and unraveling of the colonial system, the emergence of the nation, the upheaval of the first major social revolution of the 20th century and its aftermath, and contemporary

events. In addition to providing an introduction to major historical phenomena and debates, this course also familiarizes students with methods for using visual materials to understand and interpret the past.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST297**

Prereq: **None**

LAST258 Simón Bolívar: The Politics of Monument Building

No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN286**

Prereq: **[SPAN270 or LAST226] OR SPAN221 OR [SPAN250 or COL219]**

LAST259 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World

Hybridity, heterogeneity, transnationalism, and interculturalism are just a few of the terms that have proliferated within the marketplace of ideas over the past several years as reflections, from within the field of critical theory, of one of the contemporary world's dominant social realities: the massive displacement of peoples across borders and the creation of constricted multicultural zones of interaction and conflict within the confines of single nations. The Spanish-speaking world has been affected by this phenomenon in particular ways, in both Spain and North America. In this course, we will study how Spanish, Mexican, and Chicano playwrights and stage artists working in various genres have responded to this reality, how and why they have chosen to craft the collective experience of the border as performance, and how they have addressed the cultural and political tensions that are associated with this experience. The framework for our study will be comparative in both content and format. We will focus on two borders--the Strait of Gibraltar and the Río Grande (Río Bravo)--and on the two corresponding migratory experiences: from North and sub-Saharan Africa into Spain, and from Latin America into the U.S. This course will be taught simultaneously at Wesleyan and at the Universidad Carlos III in Madrid, Spain. When possible, classes will be linked through videoconferencing. Wesleyan students will collaborate with their counterparts in Spain on various projects and presentations. In general, this course is designed to help students develop skills of critical analysis while increasing their Spanish language proficiency and intercultural awareness.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN258, THEA238**

Prereq: **None**

LAST265 Multilingual Aesthetics in Latin America

This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue, and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN275**

Prereq: **None**

LAST266 Latin American Theater and Performance

This course will focus on the history, theory, and practice of theater and performance in Latin America in the 20th century. We will be particularly interested in the intercultural aspects of Latin American theater and performance that have reinvented and reinvigorated European dramatic forms through their constant interaction with non-Western cultural expressions in the Americas. We will examine a wide variety of performance practices, including avant-garde theater, community theater, street performance and agitprop, solo, and collective theater. The syllabus is loosely organized in a chronological fashion, structured more importantly around critical themes in Latin American history, culture, and society in the 20th century. We will take as our primary source material both readings and video recordings, when available, that will be supplemented by a wide variety of historical, critical, and theoretical background readings, including texts written by theater practitioners, theorists, and critics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN279, THEA297**

Prereq: **None**

LAST268 Anthropology of Black Religions in the Americas

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period?

This course will pay special attention to the yearly ritual cycle and its attendant festivals: Christmas, carnivals, Lent, Easter, saints' days, feasts, and pilgrimages, as well as the emergent spiritual and aesthetic traditions such as Capoeira and Rara. We will study Orisha religions such as La Regla de Ocha, or Lukumi, in Cuba and the Latino U.S.; Candomble in Brazil; Vodou in Haiti; and Garifuna traditions and spiritism in Puerto Rico.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI268, AFAM387, ANTH267**

Prereq: **None**

LAST270 Modern Technologies in Latin American Literature

Modern communication technologies and modes of transportation have been a recurrent theme in works of Latin American writers from the 20th and 21st centuries. For example, radio was a significant source of inspiration for avant-garde Mexican poets Manuel Maples Arce and Luis Quintanilla in the 1920s; they both tried to capture the uncanny experience of hearing disembodied human voices through writing. In this class, we will discuss texts that likewise reflect on the effects of various modern means of transport and communication--such as trains, subways, radio, telephone, tape recording, and the Internet--with an emphasis on how these technologies have revolutionized human relations. We will examine how these literary works exceeded the aesthetic or sociopolitical norms of their time, while keeping in mind that the simple act of writing is also a form of technology, and often a transgressive one.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN271**

Prereq: **None**

LAST271 Political Economy of Developing Countries

This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT271, CEAS271**

Prereq: **None**

LAST272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film

This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN272**

Prereq: **None**

LAST276 Body, Voice, Text: Theater and the Transmission of Experience

Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on

reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN276, THEA276**

Prereq: **None**

LAST278 Dangerous Plots: Fictions of the Latin American Jungle

This course is an exploration of the ways in which nature has been plotted in fiction, films, and popular culture, focusing on the tropical jungle, a space that has been central to the way Latin America has been imagined for centuries. We will investigate the construction of jungle as a cultural space where diverse anxieties about sovereignty, nationhood, race, development, gender, and subversion collide. We will evaluate this topography in relation to diverse projects of modernization and development, to the global angst over the environment and its destruction, to peasant and indigenous agency, and to a number of cultural and economic struggles that have shaped the region over the past century. Attention will be placed on literary, filmic, and visual texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN278**

Prereq: **None**

LAST280 Screening Youth in Contemporary Latin American Cinema

This course will examine some of the most important Latin American films to emerge in the past three decades that have cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality, cultural identity, and citizenship through the lens of the child or adolescent. These films question the roles of minors in relation to the political arena and reflect upon the constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dynamics at play in the representation of young protagonists and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, one of the central components is a creative module in which students will develop an idea for a short film based on their own personal coming-of-age narrative.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN280**

Prereq: **None**

LAST281 Islas sonantes": Music and Sound Technologies in Hispanic Caribbean Literature

Cuban author Alejo Carpentier once stated that the Antilles (the Caribbean islands) could easily be referred to as "islas sonantes" (sounding islands) because of their strong musical tradition. Music, according to him, is their common denominator. Inspired by this statement and extending it, in this course we will examine the role of music, as well as other sound and vocal productions in Hispanic Caribbean literature from the end of the 19th century to the present.

Through close readings, we will reflect on how music and other sound media or communication devices (such as radio, audio recordings, sound magnification, and telephone) have helped reconceptualize social identities, notions of time and space, and human interaction. We will also look at their, at times, ideological, political, or purely aesthetic functions. No knowledge of music or sound technologies is required for this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN281**

Prereq: **None**

LAST283 Literature and Culture of Peru

This course offers a panoramic study of the Andean nation from pre-Colombian times to the present with a focus on seminal polemic issues such as intercultural hybridity, ethnic and political violence, colonialism, postcolonialism, indigenismo, and modernity and beyond. We will study a wide variety of authors' takes on how to approach and understand Peru's multiethnic and multilingual heritage. Readings include poetry, short stories, novels, essays, theater, and critical theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN283**

Prereq: **None**

LAST285 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture

How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN282**

Prereq: **None**

LAST287 Contemporary Latin American Fiction: Writing After the Boom

One of the characteristics of recent Latin American fiction is the interest in more open, relaxed forms of narration that focus on individual lives against the backdrop of specific social issues. In this course we examine this new experimentation with novelistic form as we look at several matters, including social and political violence, gay and heterosexual subjectivity, literary tradition, and artistic production. Several films will also be discussed.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN289**

Prereq: **None**

LAST288 Cultures in Conflict: Latin American Novels of the 20th and 21st Centuries

In this course we will examine several important novels that deal with social and cultural dislocation in the context of revolution, civil war, and globalization. In addition to the crucial issue of innovation in literary form, we will ask ourselves how the novel represents local and national culture, as well as how it

portrays the interconnection of power, gender and desire, cultures in conflict, marginalization, and violence. Works of essayists, historians, and theorists, as well as films, will assist us in defining context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN288**

Prereq: **None**

LAST291 From the Muralists to the Narconovela: The Public Intellectual in Mexico

Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN290**

Prereq: **None**

LAST292 Spanish American 'Modernismo' in a Global Context

The publication of Nicaraguan Rubén Darío's *AZUL...* in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least "spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN291**

Prereq: **None**

LAST296 Colonial Latin America

This course studies the history of Latin America and the Caribbean from pre-conquest times to the emergence of independence movements in the early 19th century. Lectures will explore the key environmental, cultural, economic, political, and religious transformations that shaped colonial societies throughout the region. Beginning with the formation of Amerindian and Iberian

polities before 1492, we will consider how early modern colonial governance functioned and evolved throughout the period of Spanish and Portuguese rule in the Americas. Through an array of primary and secondary sources we will reconstruct the lived experiences of a diversity of actors across the colonial world. We will pay particular attention to the methods and approaches that scholars have used to understand the history of the region.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST296**

Prereq: **None**

LAST300 Power and Resistance in Latin America

This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regime in Argentina, and the civil war era in Peru. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **HIST320**

Prereq: **None**

LAST301 Advanced Seminar in Latin American History

This upper-level seminar is designed to give students with previous course work in Latin American studies or study-abroad experience in Latin America the opportunity to pursue their interests at an advanced level by writing a research paper that can satisfy the senior capstone requirement in either history or Latin American studies. Drawing on the original conceptualization of the colonial heritage of Latin America and moving through transformations in the field, we will analyze recent scholarship in such topics as environmental history, gender, medicine, popular culture, race, and redemocratization and historical memory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **HIST344**

Prereq: **None**

LAST302 Latin American Politics

This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include, Why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT302**

Prereq: **None**

LAST306 Liberation Theology and Pentecostalism in the Americas and Africa

This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in Africa and the Americas often choose evangelical Protestantism? For evangelical Christianity, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas and Africa, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing race, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on the U.S., Colombia, Brazil, Haiti, and Zimbabwe.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI279**

Prereq: **None**

LAST307 Disease, Health, and Power in Latin America, 1850--1990

When we think of historical change, we often look to people, wars, and discovery as key "moments" in history. Yet, we often overlook "biological" agents of change. Disease, next to man, has been one of the greatest changers in human history. Smallpox, for example, a disease that is now vaccinated, decimated Mesoamerican societies after the arrival of the Spanish to the Americas. In the late 1800s, developments in contagion theory spurred the development of the modern state and the professional medical field. Phrases such as, "hygiene," "germs," and "cleanliness" became common phrases that were given class, gender, and socioeconomic connections. The state equated healthy citizens as proper modern citizens and as examples of national development. Disease was equated with rural, economic, racial, and social backwardness that required transformation from the state. Often detrimental to long-term health, DDT spraying and the poisoning of the environment became common place. With the rise of globalization, diseases and health became global problems that united some nations and purposely excluded others. With this, the goals of "assisting" and "healing" became proxies for periods of neocolonialism and questionable medical testing among unsuspecting populations. This course will examine some of the most recent scholarship and provide students with an understanding of where the field of medical history in Latin America is heading.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **SISP306**

Prereq: **None**

LAST308 Greater Latin America: Ideas, Politics, and Culture in the Americas

What is "Latin America," who are "Latin Americans" and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latin diaspora in the US on the other? This course will explore the history of Latin America as an idea, and the cultural, social, political, and economic connections among peoples on both sides of the southern and eastern borders of the United States. The course will draw from a variety of sources, including literature, visual arts, music, and oral history. Topics we will consider include the origin of the concept of "Latin" America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and identity politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Prereq: **None**

LAST314 When Words Collide: Narratives of Conquest

On April 21, 1519, Hernán Cortés, 550 Spanish soldiers and sailors, and 16 horses (the first to tread on the American continent) dropped anchor near the island of San Juan de Ulúa, off the coast of Mexico. The chain of events that this arrival set into motion culminated in the conquest of Mexico and Spanish colonization of Latin America. But there are many sides to any story. Often, one is celebrated, retold, and written down—it becomes history. Intentionally or unintentionally, others are suppressed, obscured, or forgotten. In this course, we will use primary and secondary sources, including written and pictorial documents, to compare multiple sides of this particular story: Spaniards' accounts of conquests in Mexico and Guatemala and various indigenous narratives of these invasions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH304**

Prereq: **None**

LAST320 Media and Power in Latin America: From Quipus to Twitter

This interdisciplinary seminar explores how media technologies have shaped Latin American societies and politics from the colonial encounter to the dawn of the digital age. Investigating the local histories of indigenous forms such as the Andean knotted quipu and scribal texts, along with newspapers, radio, photography and social media, we examine how Latin Americans made and used these technologies to assert power, claim status, and launch protests. Through brief theoretical readings and historical case studies, we explore such themes as the relationship between colonialism and the written word, the enduring legacy of alternative indigenous literacies, the importance of rumor and oral communication in societies with low literacy rates, and the role of mass media in identity formation and contemporary social movements. Structured in part as a lab, the class will be organized around producing a physical and digital exhibition of Latin American media materials available in Wesleyan's collections, to be displayed for the broader university community and beyond. We will produce this exhibition over the course of the semester, integrating individual research projects into our broader collective project that will be conducted as a collaborative/team effort. Along the way we will experiment with hands-on activities that might include making quill pens, setting type, and operating a printing press, take field trips to examine rare media materials first hand, and learn from on-campus experts as we develop our public exhibition.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST321**

Prereq: **None**

LAST321 Art and the Imagined Self in Spain and the Americas, 1450--1800

This seminar explores issues of race, religion, and representation in the visual culture of Spain and the Americas. During the Age of Discovery, 1450--1800, artists such as El Greco, Velázquez, Zurbarán, and Goya chronicled the tensions and aspirations of golden age Iberia, while indigenous and European artists in Spain's Atlantic colonies absorbed and filtered the art of the old and new worlds to create their own rich body of images. Readings and discussions will explore the role of visual culture and religious practice in the construction of political, social, and racial identities. Topics will include indigenous religions, ecclesiastical evangelization, and popular devotion; Mexican "casta" paintings and lineage portraits; viceregal costume and colonial attire; confraternities and processional culture; Morisco culture in early modern Iberia; and the influence of medieval Iberian multiculturalism on new-world architecture and urbanism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA321**

Prereq: **None**

LAST322 Exploration, Conquest, and Insurrection: The History of the Amazon 1542 to Present

Dark, wild, primitive, Edenic and infinitely wealthy: the Amazon has been many things in many times and places. From the disgruntled Spanish conquistadors who first traversed the jungle's rivers in search of cinnamon, to the 19th-century scientific expeditions of enlightened explorers, to contemporary environmentalists, the Amazon remains a mysterious object of inquiry. It still incites the imagination of travelers, filmmakers, and politicians alike. This seminar investigates the multiple ways in which the Amazon and its peoples have been portrayed in chronicles, scientific writings, and film. We will confront the historical circumstances, motives and ideologies that prompted each of these depictions and how, in turn, they shaped the colonization of the region. We will pay close attention to genre, and to themes such as cross-cultural encounter, imperialism, and the representation of indigenous societies. We begin in 1542 with the chronicle of Francisco de Orellana. As the first Spaniard to navigate the entire length of the Amazon River, Orellana influenced how Europeans imagined the jungle well into the 19th century. Subsequently, we apply readings in history of science and anthropological theory to Claude Lévi-Strauss account of Amazonian tribes in *Tristes Tropiques* (1955). Students will then conduct independent research into a representation of their interest. Possible topics include scientific expeditions in the region, the jungle and modernization, global warming, or human rights. Finally, we will reflect on the Amazon as a metaphor for the human condition with Werner Herzog's film *Fitzcarraldo* (1982).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST322**

Prereq: **None**

LAST335 Nature, Science, and Empire in Early Latin America

This seminar will introduce students to a diversity of scientific practices that flourished in the Hispanic World between 1400 and 1800. We will begin by analyzing how a debate known as the "polemic of Spanish Science," together with the Black Legend conditioned the ways in which colonial Latin American science was traditionally approached. From available studies we will then survey some of the significant contributions to botany, astronomy, medicine, and metallurgy of Mesoamerican and Andean civilizations. From there we will read an array of primary and secondary sources in order to reconstruct the varied, and often eclectic knowledge gathering and knowledge making practices that missionaries, humanists, and crown-officials devised to understand the natural world. We will pay close attention to their particular goals and methods and the manner in which they were influenced by the encounter with foreign peoples, the dynamics of conquest and colonization, the movement of books and commodities, and institutions of censorship and patronage.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST335**

Prereq: **None**

LAST340 Performing Brazil: The Postdictatorship Generation

The course takes as its point of departure a close and critical reading of modernist Oswald de Andrade's "Cannibalist Manifesto" (1928) and the writings of artists working during and after the dictatorship years. As the semester progresses, the course will examine postdictatorship works in film, music, literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance recordings. Discussions will focus on the relationship between Brazil's

postcolonial condition and political history, including the country's current artistic production and sense of national identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA340, FIST340**

Prereq: **None**

LAST341 Labor and Development Economics in Latin America

This course will look specifically at the literature of labor markets and related human capital accumulation in Latin America, which has emerged as an entirely separate area of research in recent years. A large part of this literature in Latin American economic development focuses on urban labor markets, health, and education. The focus of this literature is often on various subsets of the population such as gender and different ethnic groups or rural/urban population. Economic and social policies and external shocks to the local environment will be of particular interest to understand their impact on local economic outcomes. The focus will be foremost on Latin America and cities in Latin America and drawing at times on evidence from across the world for comparison with the Latin America region. Students will read recent economic research papers, drawing on journal articles and policy papers in this area, and discuss the theoretical and empirical results from research and its implication for economic policy. Students are expected to actively present and discuss research results and work on individual or group projects. Basic quantitative methods will be taught throughout the course, relating to economic research papers, and the course will also draw on the resources provided by the Quantitative Analysis Center (QAC).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ENVS241, ECON218**

Prereq: **ECON101 OR ECON110**

LAST343 Forgetting, Denying, and Archiving: A Hemispheric Perspective on Memory and Violence

Examining the ways in which violence has been represented and reproduced by various social actors, this course will present students with key works on the politics of memory from North America, Central America, and South America. For the Latin American portion, the class will examine the memory of the turbulent 20th century with a special emphasis on the period after the Cold War when Latin nations were forced to confront the memory of years of military repression, disappearances, violence, and death. Students will come away with an understanding that memory is not fixed or pervasive but is, in many ways, a sociocultural construct dependent on various repertoires. Moving from South to Central America, the class will present how violent events were denied, acknowledged, and transformed, while selectively archived in a culture pushing to forget but simultaneously immortalize and search for healing. For the North American portion, the class will examine memorialization in relation to indigenous populations and their encounters and ongoing struggles with settler colonialism, while blurring the boundaries through attention to "border thinking." By following a trajectory from the repression to the (re)production of memories, one that will in large part play out in the archives and their uses, the course will chart a number of responses to the various forms of colonization of memory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST343**

Prereq: **None**

LAST388 Democracy and Development in Latin America

This seminar examines democracy, economic development, and social welfare policy in Latin America. The topics to be addressed include regime classification, populism and neo-populism, the recent rise of the left, women in politics, the political economy of economic growth and human development, the export of natural resources, the recent decline of income inequality, the history of social welfare policy in the region, and recent social policy innovations including conditional cash transfer programs.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT388**

Prereq: **None**

LAST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

LAST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

LAST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

LAST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

LAST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

LAST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

LAST409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

LAST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

LAST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

LAST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

LAST420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

LAST466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

LAST491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

LAST492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

LESS COMMONLY TAUGHT LANGUAGES (LANG)

LANG190 American Sign Language I

This course introduces students to the fundamentals of American Sign Language (ASL), the principal system of manual communication among American deaf people. Not to be confused with Signed English (to which a certain amount of comparative attention is given) or with other artificially developed systems, ASL is a conceptual language and not merely encoded or fingerspelled English. As such, while to some extent influenced by English, depending on the individual signer, it presents its own grammar and structure, involving such elements as topicalization, spatial indexing, directionality, classification, and syntactic body language. By the end of the semester, students should have learned between 700 and 800 conceptual signs and their use. They will also have been introduced to aspects of American deaf culture--sociology, psychology, education, and theater--through a variety of readings and discussions.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **None**

LANG191 Beginning American Sign Language II

Beginning American Sign Language II will provide a continuation of the work done in LANG190. The course will cover grammatical and linguistic material in some depth, as well as teach additional vocabulary. There will also be a focus on students' use of the language in class to improve their conversational abilities. The course will also introduce students to deaf culture and the signing community and will include ethnographic and analytical readings related to culture, linguistics, and interpretation.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **LANG190**

LANG290 American Sign Language and Current Issues

During this third semester of American Sign Language (ASL) study, students will continue to focus on language acquisition while also examining the related ethics and controversies surrounding ASL, deaf culture, and disability issues in America. Several key questions will be considered: How are advances in genetic testing impacting the deaf community? What is the cause of a recent emergence of ASL in popular culture and the huge increase in university course offerings and enrollments? What is the "least restrictive environment" according to the Americans with Disabilities Act compared to day-to-day reality? Is the deaf community a cultural-linguistic minority group or a disabled population? Are cochlear implants a miracle cure, or are they a tool that is misrepresented in the media and/or an attempt at a form of cultural genocide? Why are many parents of deaf children forced to choose a faction of the ongoing oral vs. signing debate, often made to feel guilty by the advocates of the differing methods of education? Guest lectures and discussions will be conducted in a variety of modalities, such as spoken English, ASL, or simultaneous/total communication.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **LANG191**

LANG419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

LANG420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

LANG466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

MATHEMATICS (MATH)

MATH117 Introductory Calculus

This course is designed to introduce basic ideas and techniques of differential calculus. Students should enter with sound precalculus skills but with very limited or no prior study of calculus. Topics to be considered include differential calculus of algebraic, exponential, and logarithmic functions. (Integral calculus will be introduced in MATH118.)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH118 Introductory Calculus II: Integration and Its Applications

This course continues MATH117 and is designed to introduce basic ideas and techniques of calculus. Students should enter MATH118 with sound precalculus skills and with very limited or no prior study of integral calculus. Topics to be

considered include differential and integral calculus of algebraic, exponential, and logarithmic functions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH119 Elements of Calculus, Part 1

This course is the first half of a two-semester calculus sequence (MATH119 & MATH120). This sequence is designed for students who have not previously studied calculus. The course, together with MATH120, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized. Completion of both semesters (MATH119 and MATH120) is required to receive credit for MATH 119.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH120 Elements of Calculus, Part II

This course is the second half of a two-semester calculus sequence (an ampersand (&) course). This sequence is designed for students who have not previously studied calculus. The course, together with MATH119, will cover limits, derivatives, and integrals. Exponential, logarithmic, and trigonometric functions will be introduced and their calculus will be studied. Applications of calculus to biology, economics, physics, and/or other fields will be emphasized. Completion of both semesters (MATH119 and MATH120) is required to receive credit for MATH119.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH119**

MATH121 Calculus I, Part I

MATH121 is designed for students who have completed a high school calculus course and who might pursue study in an area for which calculus is an essential tool but who are not prepared to place out of calculus. This course is a deeper and broader study of calculus than MATH117; theoretical aspects are not the main focus but will not be avoided. The course will, together with MATH122, treat limits, derivatives, and integrals; the calculus of exponential, logarithmic, trigonometric, and inverse trigonometric functions; techniques of integration; plane analytic geometry; various applications of calculus; and sequences and series, including power series and intervals of convergence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH122 Calculus I, Part II

The continuation of MATH121. Topics covered include techniques and applications of integration and an introduction to sequences and series.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH132 Elementary Statistics

Topics included in this course are organizing data, central measures, measures of variation, distributions, sampling, estimation, conditional probability (Bayes' theorem), hypothesis testing, simple regression and correlation, and analysis of variation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH163 An Invitation to Mathematics

This course aims to introduce students to some of the great ideas of mathematics. We will investigate a variety of topics in number theory, set theory, probability, game theory, topology, and geometry. One major goal is to give students a chance to "think like a mathematician." Thus, students will be encouraged to explore and to discover mathematical patterns and ideas for themselves. We will also gain an understanding of what constitutes a mathematical proof and why mathematicians are so insistent about them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH211 Problem Solving for the Putnam

This course will explore the problems and problem-solving techniques of the annual William Lowell Putnam mathematical competition. Particular emphasis will be placed on learning to write clear and complete solutions to problems. The competition is open to all undergraduate students.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH221 Vectors and Matrices

This is a course in the algebra of matrices and Euclidean spaces that emphasize the concrete and geometric. Topics to be developed include solving systems of linear equations; matrix addition, scalar multiplication, and multiplication; properties of invertible matrices; determinants; elements of the theory of abstract finite dimensional real vector spaces; dimension of vector spaces; and the rank of a matrix. These ideas are used to develop basic ideas of Euclidean geometry and to illustrate the behavior of linear systems. We conclude with a discussion of eigenvalues and the diagonalization of matrices.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH222 Multivariable Calculus

This course treats the basic aspects of differential and integral calculus of functions of several real variables, with emphasis on the development of calculational skills. The areas covered include scalar- and vector-valued functions of several variables, their derivatives, and their integrals; the nature of extremal values of such functions and methods for calculating these values; and the theorems of Green and Stokes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH223 Linear Algebra

An alternative to MATH221, this course will cover vector spaces, inner-product spaces, dimension theory, linear transformations and matrices, determinants, eigenvalues and eigenvectors, Hermitian and unitary transformations, and elementary spectral theory. It will present applications to analytic geometry, quadratic forms, and differential equations as time permits. The approach here is more abstract than that in MATH221, though many topics appear in both.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH225 Fundamentals of Analysis: An Introduction to Real Analysis

In this rigorous treatment of calculus, topics will include, but are not limited to, real numbers, limits, sequences and series, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series of functions, pointwise and uniform convergence of functions, and interchange of limiting processes. MATH228 or comparable experience in writing mathematical proofs is strongly recommended for success in this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH226 Complex Analysis

This course will present the basic properties of complex analytic functions. We begin with the complex numbers themselves and elementary functions and their mapping properties, then discuss Cauchy's integral theorem and Cauchy's integral formula and applications, Taylor and Laurent series, zeros and poles and residue theorems, the argument principle, and Rouche's theorem. In addition to a rigorous introduction to complex analysis, students will gain experience in communicating mathematical ideas and proofs effectively.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH228 Discrete Mathematics

This course is a survey of discrete mathematical processes. Students will be introduced to the process of writing formal mathematical proofs, including mathematical induction. Topics may include set theory, logic, number theory, finite fields, permutations, elementary combinatorics, or graph theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH229 Differential Equations

This course is an introduction to the theory of ordinary differential equations. Many aspects of mathematics and computer science are important in this discipline, and a broad view will be presented, in agreement with modern theory and practice. The only prerequisite for the course is multivariable calculus; all other necessary tools will be developed as the course proceeds.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH222**

MATH231 An Introduction to Probability

This course teaches the basic theory of probability. Although the notions are simple and the mathematics involved require only a basic knowledge of the ideas of differential and integral calculus, a certain degree of mathematical maturity is necessary. The fundamental concepts to be studied are probability spaces and random variables, the most important ideas being conditional probability and independence. The main theorems we will study are the law of large numbers and the central limit theorem.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH222**

MATH232 Mathematical Statistics

This course covers the basic notions of estimation, hypothesis testing, regression, analysis of variance, experimental design, and other topics in statistics from a rigorous mathematical perspective. This material will be supplemented by various case studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH231**

MATH241 Set Theory

This course covers ordinal and cardinal numbers, cardinal arithmetic, theorems of Cantor and Schroeder-Bernstein, introduction to Zermelo-Fraenkel set theory, Axiom of Choice, and some infinitary combinatorics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH243 Mathematical Logic

This course is an introduction to mathematical logic, including first-order logic and model theory, axiomatic set theory, and, as time permits, Goedel's incompleteness theorem.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH241 OR MATH261 OR MATH228**

MATH244 Topology: Point Set

This is an introduction to general topology, the study of topological spaces. We will begin with the most natural examples, metric spaces, and then move on to more general spaces. This subject, fundamental to mathematics, enables us to discuss notions of continuity and approximation in their broadest sense. We will illustrate topology's power by seeing important applications to other areas of mathematics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

MATH245 Algebraic Topology

This course will use linear algebra to learn about interesting general properties of shapes. The major goal will be the classification of closed, bounded surfaces such as the sphere, the torus, the Klein bottle, and the projective plane. We will introduce the point-set topology and the new linear algebra that we need, but MATH221 or 223 is essential for this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH221 AND MATH222) OR (MATH223 AND MATH222)**

MATH252 Differential Forms

This class will be an introduction to differential forms, a central tool in modern topology, geometry, and physics. The course begins where MATH222 ends, with Green's theorem, the divergence theorem, and Stokes' theorem. All of these theorems are special cases of one theorem, known as the general Stokes' theorem, about integration of differential forms. The objective of the first part of the course will be to understand and prove this theorem. We will then discuss manifolds and what can be learned about them using differential forms, concentrating on de Rham cohomology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

MATH255 Fundamentals of Analysis II

Topics to be addressed include the topology of metric spaces (continuity, connectedness, and compactness), convergence of sequences and series of functions, spaces of functions and their topologies, the Lebesgue integral (on the line) and its basic convergence theorems, and Fourier series.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH225**

MATH261 Abstract Algebra: Groups, Rings, and Fields

This course is an introduction to abstract algebra, a core area of mathematics: the study of the basic properties of structures, with emphasis on fundamental results about groups and rings. MATH228, or comparable experience in writing proofs and in abstract reasoning, is strongly recommended.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH221 AND MATH228) OR (MATH223 AND MATH228)**

MATH262 Abstract Algebra

This continuation of MATH261 will discuss fields and Galois theory. Additional topics will be covered as time permits.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH261**

MATH272 Elementary Number Theory

This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH228**

MATH273 Combinatorics

This course will present a broad, comprehensive survey of combinatorics. Topics may include partitions, the topic of inclusion-exclusion, generating functions, recurrence relations, partially ordered sets, trees, graphs, and min-max theorems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH228**

MATH274 Graph Theory

A graph is a set V of elements called vertices and a set E of pairs of elements of V called edges. From this simple definition, many elegant models have been developed. This course will be a survey of topics in graph theory with an emphasis on the role of planar graphs. Graph connectivity, vertex and edge coloring, graph embedding, and descriptions of snarks (2-edge-connected 3-regular graphs that are not 3 colorable) will be covered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH221 OR MATH223**

MATH275 Probabilistic Graphical Models

Graphical models are used to represent complex, uncertain relationships among several, possibly very many, variables. They are fundamental in many domains of application, including medical diagnosis and prognosis, vision and image processing, robotics, and computational biology. This course will familiarize students with the graph theory and probability theory needed to discuss graphical models. After that, students will investigate exact and approximate statistical inference for graphical models, learning/inference of parameters, and possibly learning of graph structure.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH222**

MATH283 Differential Geometry

This course is an introduction to the classical differential geometry of curves and surfaces in Euclidean 3-space. Topics from global differential geometry and extensions to higher dimensions will be considered as time and the background of the students permit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH222 AND MATH221) OR (MATH222 AND MATH223)**

MATH401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MATH408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MATH409 Senior Thesis Tutorial

Topics to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

MATH421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

MATH422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

MATH423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

MATH466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

MATH469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

MATH491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

MATH492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

MATH495 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

MATH496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

MATH500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&E500, CHEM500, BIOL500, ASTR500, MB&B500, MUSC500, PHYS500, PSYC500**

Prereq: **None**

MATH501 Individual Tutorial, Graduate

Topic to be arranged in consultation with tutor.

Offering: **Host**

Grading: **OPT**

MATH502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

MATH504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

MATH507 Topics in Combinatorics

Each year the topic will change.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH509 Model Theory

This course will emphasize model theoretic algebra. We will consider the model theory of fields, including algebraically closed, real-closed, and p -adically closed fields; algebraically closed valued fields; and also general questions of definability in fields. As time permits, we will consider more recent applications of model theory in number theory and arithmetic geometry. Ideally, the student should understand what it means to be first-order definable and should have the equivalent of a year's study of abstract algebra. To study various applications, it will be necessary to assume certain results from the areas of application--that is, without proving them ab initio.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH513 Analysis I

MATH513 and MATH514 constitute the first-year graduate course in real and complex analysis. One semester will be devoted to real analysis, covering such topics as Lebesgue measure and integration on the line, abstract measure spaces and integrals, product measures, decomposition and differentiation of measures, and elementary functional analysis. One semester will be devoted to complex analysis, covering such topics as analytic functions, power series, Mobius transformations, Cauchy's integral theorem and formula in its general form, classification of singularities, residues, argument principle, maximum modulus principle, Schwarz's lemma, and the Riemann mapping theorem.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH514 Analysis I

MATH513 and MATH514 constitute the first-year graduate course in real and complex analysis. One semester will be devoted to real analysis, covering such topics as Lebesgue measure and integration on the line, abstract measure spaces and integrals, product measures, decomposition and differentiation of measures, and elementary functional analysis. One semester will be devoted to complex analysis, covering such topics as analytic functions, power series,

Möbius transformations, Cauchy's integral theorem and formula in its general form, classification of singularities, residues, argument principle, maximum modulus principle, Schwarz's lemma, and the Riemann mapping theorem.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH515 Analysis II

This is a topics course in analysis and varies from year to year. It may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH516 Analysis II

This is a topics course in analysis and varies from year to year. It may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **MATH513**

MATH523 Topology I

This course is an introduction to topological spaces and the fundamental group; topological spaces, continuous maps, metric spaces; product and quotient spaces; compactness, connectedness, and separation axioms; and introduction to homotopy and the fundamental group.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH524 Topology I

A continuation of MATH523, this course will be an introduction to algebraic topology, concentrating on the fundamental group and homology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH525 Topology II: Topics in Topology

This is a topics course in topology that varies from year to year. This course may be repeated for credit. Recent topics have included knot theory, homotopy theory, Lie groups, and topological graph theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH526 Topology II

This is a topics course in topology that varies from year to year. It may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH543 Algebra I

This course covers group theory including Sylow theorems, and basic ring and module theory, including structure of finitely generated modules over principal-ideal domains.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH544 Algebra I

This course studies Galois theory, finitely generated modules over principal-ideal domains, and other topics as time permits.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH545 Algebra II: Topics in Algebra

This is a topics course in algebra that varies from year to year. This course may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH546 Algebra II

This is a topics course in algebra that varies from year to year. It may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MATH549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MATH572 Special Topics in Mathematics

This is a supervised reading course on advanced topics in number theory. This course may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MEDIEVAL STUDIES (MDST)

MDST125 Love, Sex, and Marriage in Renaissance Europe

This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and

female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST123, COL123, FGSS123**

Prereq: **None**

MDST128 Constantinople: From Rome to Istanbul

Constantinople was founded by a Roman Emperor Constantine the Great in 330. From there the story gets complicated. Should we account for Constantinople from a Western point of view and call it Roman? Or, should we label it by its Eastern religion and call it Christian? Or, should we see Constantinople's true nature in a transnational Hellenic culture and call it Byzantine? Then, once we have chosen a story to explain the city's nature, how should it end? With the pillaging fourth crusade in 1204, or the Ottoman sack in 1453, or is Constantinople yet alive in modern Istanbul? This course diverges from such narrative frameworks by accounting for Constantinople as, first and foremost, a city. Together we will explore the rich, unevenly distributed, textual and material relics of this medieval metropolis and contribute our finds to a collaborative digital database. Students will draw from this database to craft their own histories, applying both imagination and analysis into a believable and reliable story conveying the diversities and paradoxes of life in The City.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL128, HIST230**

Prereq: **None**

MDST135 Medicine and Art: Viewing the Medieval Body

How did artists understand the body in the later Middle Ages, and how did this help to shape medical, spiritual, and philosophical views of what it meant to be human? What role did art play in the dissemination of scientific knowledge and religious thought, and were these views necessarily in conflict? This course will explore pre-modern depictions of the human body in works of art, scientific treatises, and visual ephemera produced and circulated in the pre-modern period (1150–1550). Topics to be addressed include the visual culture of life, death, and the afterlife; abnormal bodies: saints and monsters; the role of art in illness and healing; and medieval robotics and artificial bodies. Case studies will be drawn from European and Islamic works of art.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA135**

Prereq: **None**

MDST151 European Architecture to 1750

This course is an introduction to architecture and related visual art as an expression of premodern Western European civilizations, from ancient Greece through the early 18th century, including Roman, early Christian, Byzantine, early medieval, Romanesque, Gothic, Renaissance, and Baroque architecture, landscapes, and cities. The focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between style and patronage. In each

era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA151**

Prereq: **None**

MDST203 Introduction to The Hebrew Bible (Old Testament): From Canaan to Canon

This course will offer students an introduction to the Hebrew Bible, or Tanakh, one of the three core scriptures of Judaism. The Hebrew Bible not only provides the mythic prehistory of both humanity and the Jewish people, it is also one of our best and most complete texts for understanding the world of ancient southwest Asia and the people who inhabited it. Approaching the Bible from a historical, critical hermeneutic allows students to analyze the information on the page as a separate data set from the religious or theological meaning of the page to various groups. In addition to reading selections from all three sections of the Tanakh, students will also read noncanonical or apocryphal texts and discuss the reasons why these texts were not included in the Tanakh, although some of them are included in versions of the Old Testament. Students will also read various secondary texts to help them better understand issues of biblical authorship, the archaeology that helps us better understand the world of the Bible, and the social and political pressures that shaped the text into what we know today.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI201, CJST244**

Prereq: **None**

MDST204 Medieval Europe

This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we will focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity; its crusades and its philosophy; the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the Renaissance and the Reformation, events that ended the medieval period. We will also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds. The course will also provide students with basic introductory exposure to the ideas and methods of the digital humanities through course illustrations and discussions. This will probably include exercises in visualizing the past, exposure to geographic information systems (GIS) analysis, text-mining, and network analysis.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST201**

Prereq: **None**

MDST207 Chaucer and His World

In this course, we will read Chaucer's fascinating dream-visions, *The Book of the Duchess* and *The House of Fame* and his best-known work, *The Canterbury Tales*. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL207**

Prereq: **None**

MDST208 Rome Through the Ages

This course surveys the history of Europe's most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome's own urban, political, and cultural history and on the city's changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST208, COL208**

Prereq: **None**

MDST209 The Art and Archaeology of Anglo-Saxon England, 400--1100

This course will consider the art, architecture, and archaeology of the British Isles from the withdrawal of the Roman legions in the fifth century to the end of the reign of Henry II in the 12th century. It will draw on material from church history to help understand the transition from paganism to Christianity and the struggle between Celtic and Roman Catholicism. It will draw on material from history and archaeology to help understand the complex relations between the waves of invading Saxons and the native English in the early medieval period, the Vikings in the late 9th and 10th centuries and the Norman invasion in 1066. Finally, the course will focus on the development of towns and on the place and role of both royal commissions and parish architecture in the life of those towns.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA215, ARCP215**

Prereq: **None**

MDST212 Wesleyan University Collegium Musicum

The Collegium Musicum is a performance ensemble dedicated to exploring and performing the diverse vocal and instrumental repertoires of the medieval, Renaissance, and baroque periods of European music history. Emphasis is given to the study of musical style, performance practice, singing one-on-a-part, and excellence in performance. Various cultural aspects of the societies that produced the music under study are simultaneously explored; participants will work with primary source materials, such as facsimiles of musical manuscripts, as well as literary and historical writings.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC438**

Prereq: **None**

MDST213 Van Eyck to Velazquez: A New Look at Old Masters

This course investigates the art of Northern European and Iberian art in the early modern period (1400--1700). Artists thrived in the lands outside of Italy as art markets expanded, new genres arose to appeal to diversified audiences, and changes in religious belief and practices invigorated the market for devotional art. The establishment of overseas empires brought wealth and exotic goods to the continent while exposing artists to new ideas and new ways of picturing the world. Add to this technical innovations such as the development of oil painting and introduction of canvas supports, and the stage was set for the emergence of the great masters whose works we will encounter in this course--including Rogier van der Weyden, Jan van Eyck, Pedro Berruguete, Hieronymus Bosch, Albrecht Dürer, Pieter Bruegel, Rembrandt van Rijn, Diego Velázquez, Johannes Vermeer, and Francisco Zurbarán.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA209**

Prereq: **None**

MDST214 Introduction to the New Testament

The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the New Testament. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of early Christianities. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will, therefore, focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the New Testament. In the process, we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI212**

Prereq: **None**

MDST215 Politics and Piety in Early Christianities

The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI215, CCIV212**

Prereq: **None**

MDST216 The Art and Architecture of Medieval Pilgrimage, 1100-1500

This course introduces students to the art and architecture of the later Middle Ages in Europe and the Mediterranean region as experienced by the travelers who traversed the great pilgrimage routes that crisscrossed the continent, from Canterbury to Compostela, Rome, and Jerusalem. Pilgrimage dramatically shaped the medieval landscape, leaving indelible marks on the natural and

built environment. From great cathedrals to humble shrines, luxury goods to cheap souvenirs, lavish illuminated manuscripts to rough traveler's guides, the visual culture of medieval pilgrimage will be explored from a variety of perspectives and placed into an appropriate social, cultural, and historical context. Comparative discussions of pilgrimage in Judaism, Islam, and secular culture will feature alongside the cultural traditions of European Christianity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA214**

Prereq: **None**

MDST217 Lost Renaissances: Art & Architecture of Medieval Italy and the Mediterranean

This course traces the multiple though now largely forgotten renaissances, or flourishings of cultural and artistic activity fueled largely by the recuperation of the classical past, in Medieval Italy and across the Mediterranean world. We will examine works of art and architecture of Italian centers including Rome, Sicily, Venice, Pisa, Padua, Siena, and Florence. With an emphasis on the art of intercultural relations in the medieval Mediterranean, we will explore and discuss how the intensive interactions of Roman (pre-Christian), Islamic, and Christian communities during the medieval period, ca. 300--1300, were essentially shaped by works of art. Together, we will debate the relevancy of present-day ideas in art and politics for understanding past cultures (and vice versa), witness an Islamic caliph's gift of an elephant to a Christian king (and consider how "gifts" could also be "art"), discover the art of hydromancy (water magic), and uncover how a French king in Sicily employed Islamic artists to decorate his pleasure palace. This course explores what the great Spanish historian Americo Castro referred to as "convivencia," the co-existence of medieval cultures, as recorded in intercultural objects of luxury, piety, and beauty. Other themes explored in the course include cultural continuity, the omnipresence of the classical Roman/pagan culture in the Christian empire, the power and use associated with art objects, and the sometimes surprising role of women in the medieval Mediterranean.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA212**

Prereq: **None**

MDST221 Medieval and Renaissance Music

This course examines the history of music in Europe from antiquity to the end of the Renaissance (531 BCE to ca.1600 CE). In the process of studying the many changes in musical styles that occurred during these centuries, several broader topics will be addressed. Among these are the social and historical contexts of musicians and musical performance, the relation between words and music in different historical periods, and historically informed approaches to musical analysis. The material will be presented through lectures and discussion, listening assignments, singing, and readings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC241**

Prereq: **None**

MDST222 Early Renaissance Art and Architecture in Italy

This course surveys key monuments of Italian art and architecture produced between ca. 1300 and 1500. Focusing on major centers such as Florence, Milan, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Donatello, Giovanni Bellini,

Botticelli, and Leonardo da Vinci. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics. Museum trip(s) will expose students to original works of art.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA221**

Prereq: **None**

MDST223 The Good, the Bad, and the Ugly: Rethinking the Italian Renaissance

In this course we explore the intellectual achievements of the Italian Renaissance. We study the development of new secular values and the quest for the fulfillment of body and soul, glory, and exuberant pleasures. We question notions of beauty, symmetry, proportion, and order. We also unveil often-neglected aspects of Renaissance counter-cultures, such as the aesthetics of ugliness and obscenity and practices of marginalization (e.g., misogyny, homophobia). We inquire into the rediscovery of classical civilizations. We consider how the study of antiquity fundamentally changed the politics, literatures, arts, and philosophies of Italy at the dawn of the modern era. Through a close reading of texts by authors such as Francesco Petrarca, Niccolò Machiavelli, and Michelangelo, we investigate continuities and ruptures between their quest for human identity and ours. This course is conducted in English, and all primary and secondary sources are in English.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST224, COL224, ITAL224**

Prereq: **None**

MDST224 Medieval Drama: Read It and Be in It

It was and still is revolutionary theater! This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality plays *Mankind* and *Everyman*. We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL224, THEA224, FREN222, COL217**

Prereq: **None**

MDST225 European Intellectual History to the Renaissance

This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST215**

Prereq: **None**

MDST226 The Cosmos of Dante's Comedy

This course provides an in-depth introduction to Dante Alighieri's 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe.

Major topics include: representations of the afterlife; the soul's relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetics and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; and the reception to Dante's work from the 14th-century to present. The course combines a close analysis of Dante's literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST226, ITAL226, COL234, RELI218**

Prereq: **None**

MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic *EL CID* (12th--13th century); the bawdy and highly theatrical prose dialogue known as *LA CELESTINA* (1499); the anonymous *LAZARILLO* (1554), the first picaresque novel; and María de Zayas's proto-feminist novella *THE WAGES OF VICE* (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN230, COL229**

Prereq: **None**

MDST230 Lancelot, Guinevere, Grail: Enigma in the Romances of Chretien de Troyes

Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in depth, paying particular attention to their enigmatic quality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN220**

Prereq: **None**

MDST231 Early Medieval Art: Judaism, Christianity, and Islam in the Mediterranean, 300--1100

This course explores the art and culture of the Mediterranean region from late antiquity through the 11th century. Case studies of four dynamic cities--Islamic Córdoba, Byzantine Istanbul, Christian Ravenna, and multifaith Jerusalem--will guide our understanding of this pivotal period. Attention will be given to balance between secular and sacred art and architecture, debates over figural and nonfigural imagery, and relations between majority and minority cultures around the Mediterranean basin. Topics for discussion include iconoclasm and the triumph of the image, imperial ambitions and the shaping of the landscape, and the circulation of luxury goods as a tool of cultural transformation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA211**

Prereq: **None**

MDST233 Monastic Utopias: Architecture and Monastic Life to the 13th Century

This course examines the architecture and artistic production of the Western monastic tradition from its beginning to the end of the Middle Ages. Special emphasis will fall on the great reform period (ca. 950--1250), as well as on topics as monastic life, ritual, and industry.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA213**

Prereq: **None**

MDST234 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN334**

Prereq: **None**

MDST235 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in sixth-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST176**

Prereq: **None**

MDST237 Art of Love: Expressions of Eros in Early Modern Italy

Medieval and Renaissance authors believed that God had created the universe "with love," and therefore they considered the role of love in nearly every facet of their lives. Writers, philosophers, and theologians debated what role

love played in the relationships between the human and divine, physical and metaphysical, individual and society, and sex and compassion, as well as what role love played in the creation of art itself. In this course, students will examine notions of love and sex in relationship to a variety of cosmological, literary, and existential early-modern issues. Students will first be introduced to the origins of erotic literature—for example, the Bible, Latin elegy, and medieval social codes of behavior. Students will then read selections of the Italian lyric tradition, as well as works by Dante, Petrarch, and Boccaccio, the so-called "Three Crowns" of vernacular eloquence. Finally, students will study the Neoplatonic-inspired erotic literature and art of the Renaissance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL234**

Prereq: **None**

MDST238 Mystics and Militants: Medieval Women Writers

In this class we will read a wide range of works written by European women between ca. 1100–1400, including courtly, religious, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical experience, heresy, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL232, FGSS224**

Prereq: **None**

MDST239 The Gothic Cathedral

Beginning with a short survey of monuments of the Romanesque period (ca. 950–1100), this course will study the continuities and changes in the forms, meanings, and contexts of religious and secular buildings during the Gothic period (ca. 1125–1350). While primary emphasis will be given to architecture in relation to function and meaning, consideration will also be given to sculpture, painting, and the so-called minor arts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA216**

Prereq: **None**

MDST245 The Invention of Fiction: Giovanni Boccaccio's Decameron

In this course we read and discuss Giovanni Boccaccio's *Decameron* (ca. 1353), a collection of 100 short stories traded by an "honest brigade" of 10 Florentine men and women. They tell each other these stories while sheltered in a secluded villa as the plague of 1348 rages in Florence. We study the *Decameron* as both a product and an interpretation of the world Boccaccio inhabited. We examine the *Decameron*'s tales and narrative frame as a point of entry into the cultural and social environment of medieval Italy. We look at its scurrilous, amusing, and provocative innuendos as traces of erotic, religious, ethnic, and cultural questions. We investigate the sexual exuberance of many of Boccaccio's tales and the tension between "high" and "low" culture. We consider the development of mercantilism and literacy in early-modern Europe and its emerging virtues of wit and self-reliance. We review the dynamics of composition and reception in manuscript culture and the book's adaptation into different media, from illuminations to film. And by impersonating the 10 Florentines, we will reenact their pastime of telling stories and appreciate

Boccaccio's remarkably modern sensibility and unsurpassed art of writing fiction. This course is conducted in Italian.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL235**

Prereq: **None**

MDST247 Jewish History: From Biblical Israel to Diaspora Jews

Can we trace an "authentic" Jewish identity through history, as distinct from many "cultures" of Jews in the multitude of times and places in which they have lived? This course provides an overview of major trends in Jewish civilization from biblical times through the early modern era (to approximately the 17th century), with this and related questions in mind, by engaging in close readings of traditional Jewish sources, on the one hand, and seeking contextual understandings of Jews and Judaism within various non-Jewish settings, including polytheistic, Christian, Zoroastrian, and Muslim host cultures, on the other.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST247, RELI261**

Prereq: **None**

MDST251 Islamic Civilization: The Classical Age

This course surveys the historical development of Islamic civilization from the time of the Prophet Muhammad to the rise of the "gunpowder empires" of the 16th century. Special emphasis will be placed on the unique cultural forms this civilization developed and the emergence of Islam as a world religion. This course primarily deals with the political, intellectual, and social history of the Muslim peoples of the Middle East and only secondarily with Islam as a system of religious belief.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST231, RELI253**

Prereq: **None**

MDST254 Cervantes

Cervantes is known chiefly for *DON QUIXOTE*, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. *DON QUIXOTE* also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about *DON QUIXOTE*, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN236, COL327**

Prereq: **None**

MDST275 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the sixth century)--the period known as late antiquity--the Roman West presents a fascinating picture of cultural change. In this course we will study the period (fourth to sixth century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity--especially the changes to the city of Rome--and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV275, RELI274, HIST250**

Prereq: **None**

MDST280 Islamic Art and Architecture

This course is a thematic introduction to the history of Islamic art and architecture from the time of the Prophet Muhammad through its 17th-century culmination in the period of the great Islamic empires of the Ottomans, Safavids, and Mughals. All major genres of Islamic art will be considered including religious and secular architecture, the arts of the book (calligraphy and painting), and decorative arts. Some of the broader issues to be examined include the allegedly anti-iconic nature of Islamic art, relations between Islamic art and preexisting traditions in territories absorbed by Islam (Byzantine, Persian, Central Asian, Indian), and the problem of what makes Islamic art Islamic.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA280**

Prereq: **None**

MDST295 Love, War, and a Few Monsters: An Introduction to Medieval Literature

This course engages with a selection of French and English literature from ca. 1200 to 1400, with an emphasis on the popular genres of romance and epic. Our authors and works will include Marie de France's and Bérout's poems of magical and doomed love; contacts between Christians, Muslims, and Jews in the Song of Roland and the Song of the Cid; and finally Chaucer's masterpiece The Canterbury Tales. The topics that we will examine include the politics of chivalry and crusading, medieval views of gender and sexuality, religious controversies, and representations of the world beyond Europe.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL293**

Prereq: **None**

MDST300 Medieval Gender and Sexuality

When most people think of the Middle Ages, they may envision an era of pious sexual repression and strict gender norms. Over the past few decades, however, scholars of medieval history have begun to uncover both the colorful variation and unexpected complexity of medieval sex and gender, revealing a world at once deeply familiar and profoundly strange. By exploring everything from the idea of Jesus as a nursing mother to transvestite heroines like Joan of Arc,

and from private rumors of sodomy to publicly licensed prostitution, scholars have begun to reconstruct the powerful systems of gender and sexuality that governed the lives of both ordinary and famous people. This research seminar will examine some of their findings, while considering the broader utility of gender and sexuality as categories of historical and social analysis.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST300, FGSS300**

Prereq: **None**

MDST304 Medieval Archaeology

This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA218, CCIV304, ARCP304**

Prereq: **None**

MDST305 God After the Death of God: Postmodern Echoes of Premodern Thought

The proclamation is well known: Nietzsche's madman cries throughout the marketplace that "God himself is dead, and we have killed him." This message has appeared on magazine covers, T-shirts, and coffee mugs--but what, exactly, does it mean? Which "God" is it that "we" have killed, and how? Even more puzzling, how is it that Christian thought is not entirely disabled by this claim? This advanced seminar will explore various post-Nietzschean attempts to come to terms with the eclipse of the very source of traditional Christian thinking and will track the ways in which these strategies resonate with premodern, mystical theologies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI304**

Prereq: **None**

MDST308 Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Medieval people moved: They traded and sent emissaries; they invaded and migrated; they wandered, begged, and ascended the heavens; they went on crusade, jihad, and pilgrimage. This course will first analyze the most consistently preserved sources on medieval movement: accounts of pious travel "for God's sake and not for pleasure." We will then contextualize such accounts with two other types of movement: the physical journeys of traders, diplomats, and warriors, as well as the interiorized journeys of the prophet, the mystic, and the storyteller. By encompassing this variety we will be able to pursue a larger question: Can patterns of exchange across the physical and cultural barriers of geography, language, religion, and governance reveal a more global medieval world than we usually envision?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL308, HIST303**

Prereq: **None**

MDST340 Death and Afterlife in the Middle Ages

What happens to us after we die? Medieval authors had a variety of answers to this eternal question, ranging from the shocking to the amusing. We will read about visions, punishments, rewards, martyrdoms, and that scary place between life and death.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL340**

Prereq: **None**

MDST351 Debate and Destruction: Jews and Christians in the Middle Ages

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290. We will also look at how the Jews are depicted in subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (all in translation) as well as English, giving us a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the popularity of Jewish-Christian debate as a literary form, the Crusades, gender roles and gender fluidity, Jewish and Christian apocalyptic programs, and the curious afterlife of Jews in Middle English literature..

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL351, RELI351, CJST351**

Prereq: **None**

MDST353 Medieval Ethnicities and Ethnographies

This course concerns the invention of premodern ideas of ethnicity and race. Our focus will be on a selection of medieval texts dealing with the encounters--real and imaginary--of Western European Christians with Jews, Muslims, and other cultures. The readings will begin historically with the Crusades and the chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries and spies. We will also read some early "ethnographic" writings such as Gerald of Wales's *HISTORY AND TOPOGRAPHY OF IRELAND* and Mandeville's *TRAVELS*. The greater part of the course will deal with literary texts--romances, plays, and lyrics--but we will take a truly cultural-studies approach to this material.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL353**

Prereq: **None**

MDST373 Beyond the Grail: Medieval Romances

Romance is the narrative form of medieval sexuality and courtly love, but it also gives literary shape to a whole social world. Romance was one of the most popular genres of literature in the Middle Ages. In this course we will begin with texts that date from the Romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including *SIR GAWAIN AND THE GREEN KNIGHT*. Some of the topics we will consider are Romance's engagement with the religious and ethnic conflicts of the Crusades, theories of good and bad governance, Christian mysticism and the Holy Grail, and, of course, the concept of so-called courtly love and medieval sexualities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL373**

Prereq: **None**

MDST401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MDST402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MDST403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

MDST404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

MDST407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MDST408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MDST409 Senior Thesis Tutorial

Topic to be arranged in consultation with tutor.

Offering: **Host**

Grading: **OPT**

MDST410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MDST411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MDST412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MDST470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MOLECULAR BIOLOGY AND BIOCHEMISTRY (MB&B)

MB&B103 Copernicus, Darwin, and the Human Genome Project

Much of art and philosophy is inspired by the question: What does it mean to be human? The project of science has provided rational explanations of human identity that threaten our self-perception as special beings—beginning with the Copernican revolution and discoveries about our unspecial place in the universe. In this course, we will discuss three paradigms arising from modern molecular biology that provide perspective on the lines between living and non-living, human and non-human life, and human and machine by exploring the science of DNA, evolution, and the Human Genome Project, respectively. As part of both discussions, we will consider how society negotiates with science, as depicted in politics and popular art, ethical issues pertaining to the advancement of scientific (e.g., reproductive, genetic) technologies, and plausible resolutions to the tension between science and society that arise from a detailed understanding of the scientific method. Little or no background knowledge in science/biology will be assumed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **None**

MB&B111 Introduction to Environmental Toxicology

This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **None**

MB&B117 Life in the Cell from a Molecule's Perspective

What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS107**

Prereq: **None**

MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease

This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM119**

Prereq: **None**

MB&B160 Biochemical and Molecular Basis of Human Diseases

This general education course will cover the biochemical, molecular, genetic, and cellular aspects of selected human diseases. The basic anatomy of each relevant system will also be covered, along with ethical questions that can arise when addressing each condition. Topics will include sickle cell anemia, diabetes, atherosclerosis, and prion diseases.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **None**

MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem solving approaches in cell and molecular biology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL181**

Prereq: **None**

MB&B182 Principles of Biology II

This course concerns biological principles as they apply primarily at tissue, organismic, and population levels of organization. Course topics include developmental biology, animal physiology and homeostatic control systems, endocrinology, neurophysiology and the neuronal basis of behavior. Evidence for evolution is reviewed, as are the tenets of Darwin's theory of evolution by natural selection. The nature and importance of variation among organisms and of stochastic processes in evolution are discussed, as are modern theories of speciation and macroevolution. Finally, the course addresses interactions between organisms and their environments as well as the interactions among organisms in natural communities. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL182**

Prereq: **[MB&B181 or BIOL181]**

MB&B191 Principles of Biology I--Laboratory

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides direct experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, microscopy, and spectrophotometry. The lab course is a chance to learn these key techniques firsthand.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL191**

Prereq: **None**

MB&B192 Principles of Biology II--Laboratory

This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL192**

Prereq: **[MB&B191 or BIOL191]**

MB&B194 Principles of Biology II: Advanced Topics

This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL194**

Prereq: **BIOL181 or MB&B181**

MB&B208 Molecular Biology

This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules--DNA, RNA, and proteins--will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and discuss how these processes become perturbed in disease states.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL208**

Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

MB&B209 Research Frontiers in Molecular Biology and Biochemistry

This course of weekly discussions of current research is for students who have completed the MB&B or BIOL introductory series. Discussions will be informal in nature and cover topics of current interest in molecular biology and biochemistry, emphasizing possibilities for future research areas for the students.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

MB&B210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. Students will also discuss bioethical issues we face in this new postgenome era.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL210**

Prereq: **[MB&B181 or BIOL181]**

MB&B212 Principles and Mechanisms of Cell Biology

The cell is the smallest structural and functional unit of an organism. Understanding the molecular basis for its behavior and function is critical to understand biological function at all levels, from molecular to organismic. The primary goal of this course is to understand the process of scientific discovery in the field of cell biology--how do we know what we know? The textbook will provide a background to read and discuss original research articles. We will cover cell and organelle structure and function, trafficking, cell adhesion and motility, proliferation, signal transduction, and cell differentiation. To demonstrate how basic biological processes combine to form a coherent whole, we will discuss examples of integration of biological functions in tissues--and when these go awry in disease.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL212**

Prereq: **[MB&B181 or BIOL181]**

MB&B228 Introductory Medical Biochemistry

This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, and digestion, absorption, and processing of nutrients for energy and growth.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL228**

Prereq: **[MB&B181 or BIOL181] AND CHEM251**

MB&B231 Microbiology

This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL231**

Prereq: **[MB&B181 or BIOL181] OR [MB&B208 or BIOL208]**

MB&B232 Immunology

In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL232**

Prereq: **[(MB&B181 or BIOL181) AND (BIOL182 or MB&B182)] OR [MB&B208 or BIOL208]**

MB&B237 Signal Transduction

Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL237**

Prereq: **[MB&B208 or BIOL208]**

MB&B265 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (e.g., sequence matching and manipulation, database access, output parsing, dynamic programming) frequently encountered in the field of bioinformatics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL265, COMP113, CIS265**

Prereq: **[MB&B181 or BIOL181]**

MB&B266 Bioinformatics

This course is an introduction to bioinformatics for students with interest in the life sciences. The course is similar to BIOL265 but only meets in the second half of the semester (with BIOL265) and is designed for students with programming background, ideally in Python. The course introduces problem areas and conceptual frameworks in bioinformatics and discusses programming approaches used in bioinformatics such as sequence matching and manipulation algorithms using dynamic programming, clustering analysis of gene expression data, analysis of genetic nets using Object Oriented Programming, and sequence

analysis using Hidden Markov Models, Regular Expressions, and information theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL266, COMP266, CIS266**

Prereq: **[MB&B181 OR BIOL181]**

MB&B285 Seminar in Molecular Biology

This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B585**

Prereq: **None**

MB&B286 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B586**

Prereq: **None**

MB&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **NS&B303, MB&B523**

Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B305 Enzymology of DNA Damage and Repair

Students in this course will learn about the sources and consequences of DNA damage and the biochemical mechanisms responsible for DNA repair. Course content will include lectures, student presentations, and discussion of current literature on DNA damage, repair and mutagenesis, with strong emphasis on protein structure-function and enzyme kinetics, as well as diseases associated with defective DNA repair.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B505**

Prereq: **None**

MB&B306 Epigenetics

Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B506**

Prereq: **None**

MB&B307 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM307, CHEM507, MB&B507, PHYS317, PHYS517**

Prereq: **None**

MB&B308 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM308, CHEM508, MB&B508, PHYS318, PHYS518**

Prereq: **None**

MB&B309 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in

the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM309, CHEM509, MB&B509, PHYS339, PHYS539**

Prereq: **(CHEM251 AND CHEM252)**

MB&B310 Mechanisms of Protein Trafficking Within Eukaryotes

This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B510**

Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B313 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B513**

Prereq: **None**

MB&B315 The Regulation of Ribosome Biosynthesis

Ribosomes are the large and highly conserved organelles charged with the task of converting the nucleotide-based messages of mRNAs into the polypeptide sequence of proteins. This act of translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course we will investigate the mechanism of translation as well as the biosynthetic pathways that are involved in the synthesis of ribosomes themselves. Both prokaryotic and eukaryotic systems will be considered, including the question of how ribosome biosynthesis, which constitutes a major fraction of the total cellular economy, is regulated in response to changing cellular conditions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B515**

Prereq: **[MB&B208 or BIOL208]**

MB&B321 Biomedical Chemistry

This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM321**

Prereq: **(CHEM251 AND [CHEM383 or MB&B383])**

MB&B322 Mechanisms of Protein Trafficking Within Prokaryotes

This course surveys the mechanisms of membrane protein topogenesis and protein secretion within *E. coli*, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B522**

Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B325 Introduction to Biomolecular Structure

This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM325**

Prereq: **[MB&B181 or BIOL181] OR [MB&B191 or BIOL191]**

MB&B328 Topics in Eukaryotic Genetics: Transcription

This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B528**

Prereq: **None**

MB&B330 Molecular and Cellular Basis of Human Diseases

This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B530**

Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B333 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B533, BIOL533, BIOL333**

Prereq: **[BIOL182 or MB&B182]**

MB&B334 Stochastic Biology: Randomness and Order in Gene Regulation

While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stem cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B534**

Prereq: **None**

MB&B335 Protein Folding: From Misfolding to Disease

Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B535**

Prereq: **None**

MB&B340 Practical Methods in Biochemistry

This course centers on currently used techniques for protein separation, characterization, and purification, such as ultracentrifugation, gel electrophoresis, and chromatography. These topics will be introduced within the general context of the behavior of macromolecules in solution. The relative stability of proteins in different media, the forces stabilizing protein structure, and the interaction of proteins will be discussed. We will explicitly consider different techniques used to study proteins. Relatively novel techniques to be discussed include surface plasmon resonance, microarray methods and mass spectrometry, and single molecule microscopy. In the course, we will go through three or four different protein purification protocols and discuss the methods used in each one. We will also touch upon the commonly used spectroscopic techniques used to characterize proteins, including absorption, fluorescence, and circular dichroism. The course will focus on biochemical techniques and understanding the physical principles underlying these techniques and will also discuss tactics for optimizing established isolation and purification procedures and for isolating and characterizing an unknown protein. The course content is appropriate for advanced undergraduates (juniors/seniors) and beginning graduate students from chemistry, biology, molecular biophysics or MB&B.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **CHEM390**

Prereq: **[MB&B208] OR [CHEM383 or MB&B383] OR (CHEM144 AND MATH122) OR (PHYS111 AND PHYS112) OR CHEM338**

MB&B375 The Cell-Division Cycle and Cancer

This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B575**

Prereq: **None**

MB&B377 Advanced Genetics

This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B577**

Prereq: **None**

MB&B381 Physical Chemistry for the Life Sciences

The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates

fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences with an emphasis on spectroscopy and microscopy. Theory, methodology, and biophysical concepts are distributed throughout the course and are presented in the context of case studies including respiration, light harvesting and photosynthesis, ATP hydrolysis, NAD/NADH redox, energy transfer, FRET spectroscopy, with an emphasis on single molecule as well as ensemble experiments and their interpretation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **CHEM381, MB&B581**

Prereq: **(CHEM141 AND CHEM142 AND MATH117 AND CHEM251) OR (CHEM143 AND CHEM144 AND MATH121 AND CHEM251)**

MB&B382 Practical NMR

This course will cover how a spectrometer works as well as the theory and application of NMR experiments. The topics will include one-dimensional proton and heteronuclear experiments as well as decoupling. The course will begin with how the spectrometer works and how data processing is carried out, as well as how to calibrate the spectrometer and shim the magnet. The one-dimensional TOCSY and NOESY experiments will then be covered. The course will also cover heteronuclear and homonuclear two-dimensional NMR experiments. The experiments will include two-dimensional DQFCOSY, TOCSY, NOESY, and ROESY proton experiments as well as heteronuclear experiments to correlate the chemical shifts of protons and heteronuclei, as well as how to select heteronuclear resonances on the basis of the number of directly attached protons. The course will consist of lectures as well as a laboratory component in which the Mercury 300 will be used to obtain data that will be analyzed using the methods developed in the lecture part of the course. This course is specifically aimed at general users of the Mercury spectrometer who wish to learn how to carry out and analyze advanced one-dimensional and two-dimensional NMR experiments.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM382**

Prereq: **None**

MB&B383 Biochemistry

This introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure of proteins and the basis of enzymatic activity, cellular metabolism and the generation and storage of metabolic energy, and general principles of the biosynthesis of cellular components.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM383**

Prereq: **(CHEM251 AND CHEM252)**

MB&B385 Advanced Biochemistry: Enzyme Kinetics

This course presents an introduction to the theory and practice of enzyme kinetics, both steady-state and presteady-state.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM385**

Prereq: **[CHEM383 or MB&B383]**

MB&B386 Biological Thermodynamics

This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules.

Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM386**

Prereq: **(MATH121 AND MATH122)**

MB&B387 Enzyme Mechanisms

The chemical mechanisms involved in the action of a series of typical enzymes will be considered.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM387**

Prereq: **[CHEM383 or MB&B383]**

MB&B394 Advanced Laboratory in Molecular Biology and Genetics

This course is designed to familiarize students with current research techniques in molecular biology, biochemistry, and genetics. A variety of methods and approaches will be applied in a series of short projects, primarily using *E. coli* and *Saccharomyces cerevisiae* (budding yeast) as model systems. Students will gain hands-on experience employing recombinant DNA, microbiology, protein biochemistry, and other methods to answer basic research questions. This course provides excellent preparation for students planning to conduct independent research at the undergraduate level (MB&B401/402) and beyond.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **[MB&B208 or BIOL208]**

MB&B395 Structural Biology Laboratory

One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by x-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, enzyme extraction, and column chromatography. The course will provide hands-on experience with spectroscopic methods such as NMR, fluorescence, UV-Vis absorption, and Raman as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **CHEM395, PHYS395**

Prereq: **([MB&B208 or BIOL208] AND CHEM141 AND CHEM142) OR ([MB&B208 or BIOL208] AND CHEM143 AND CHEM144)**

MB&B401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MB&B408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MB&B409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

MB&B422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

MB&B423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT****MB&B465 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**Grading: **OPT****MB&B466 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**Grading: **OPT****MB&B491 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT****MB&B492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT****MB&B500 Graduate Pedagogy**

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**Grading: **Cr/U**Credits: **0.50**Gen Ed Area: **None**

Identical With: **E&ES500, CHEM500, BIOL500, ASTR500, MUSC500, PHYS500, PSYC500, MATH500**

Prereq: **None****MB&B501 Individual Tutorial, Graduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****MB&B502 Individual Tutorial, Graduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****MB&B503 Selected Topics, Graduate Sciences**

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**Grading: **OPT****MB&B504 Selected Topics, Graduate Sciences**

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**Grading: **OPT****MB&B505 Enzymology of DNA Damage and Repair**

Students in this course will learn about the sources and consequences of DNA damage and the biochemical mechanisms responsible for DNA repair. Course content will include lectures, student presentations, and discussion of current literature on DNA damage, repair and mutagenesis, with strong emphasis on protein structure-function and enzyme kinetics, as well as diseases associated with defective DNA repair.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-MBB**Identical With: **MB&B305**Prereq: **None****MB&B506 Epigenetics**

Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-MBB**Identical With: **MB&B306**Prereq: **None****MB&B507 Molecular Biophysics Journal Club I**

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**Grading: **Cr/U**Credits: **0.50**Gen Ed Area: **NSM-CHEM**Identical With: **CHEM307, MB&B307, CHEM507, PHYS317, PHYS517**Prereq: **None****MB&B508 Molecular Biophysics Journal Club II**

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**Grading: **Cr/U**Credits: **0.50**Gen Ed Area: **NSM-CHEM**Identical With: **CHEM308, MB&B308, CHEM508, PHYS318, PHYS518**Prereq: **None**

MB&B509 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM309, MB&B309, CHEM509, PHYS339, PHYS539**

Prereq: **(CHEM251 AND CHEM252)**

MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes

This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B310**

Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MB&B513 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B313**

Prereq: **None**

MB&B515 The Regulation of Ribosome Biosynthesis

Ribosomes are the large and highly conserved organelles charged with the task of converting the nucleotide-based messages of mRNAs into the polypeptide sequence of proteins. This act of translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (e.g., mRNAs, tRNAs, rRNAs, proteins, amino acids) that need to be harnessed for its execution. In this course we will investigate the mechanism of translation as well as the biosynthetic pathways that are involved in the synthesis of ribosomes themselves. Both prokaryotic and eukaryotic systems will be considered, including the question of how ribosome biosynthesis, which constitutes a major fraction of the total cellular economy, is regulated in response to changing cellular conditions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B315**

Prereq: **[MB&B208 or BIOL208]**

MB&B519 Structural Mechanisms of Protein-Nucleic Acid Interactions

This course focuses on recent advances in the understanding of the structural basis of the recognition of nucleic acids by proteins. Macromolecular systems to be discussed include site-specific DNA endonucleases, topoisomerases, the histone fold, helicases, site-specific recombinases, nuclear RNA-protein complexes, tRNA-binding proteins, and the ribosome.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CHEM519**

Prereq: **(CHEM251 AND CHEM252)**

MB&B520 Topics in Nucleic Acid Structure

This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs such as branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will be discussed. We will also discuss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes

This course surveys the mechanisms of membrane protein topogenesis and protein secretion within *E. coli*, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B322**

Prereq: **[MB&B208 or BIOL208] OR [BIOL212 or MB&B212]**

MB&B523 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B303, NS&B303**

Prereq: **(CHEM251 AND CHEM252 AND [MB&B208 or BIOL208])**

MB&B528 Topics in Eukaryotic Genetics: Transcription

This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **MB&B328**

Prereq: **None**

MB&B530 Molecular and Cellular Basis of Human Diseases

This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B330**

Prereq: **[MB&B208 or BIOL208] OR [CHEM383 or MB&B383]**

MB&B533 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B333, BIOL533, BIOL333**

Prereq: **[BIOL182 or MB&B182]**

MB&B534 Stochastic Biology: Randomness and Order in Gene Regulation

While much of biology is discussed with assumptions of "determinism" (e.g., the cell is instructed to express a transcription factor that activates a downstream gene in a deterministic and entirely predictable way) and "homogeneity" (e.g., a population of cells all behaving synchronously in the same way), there is a growing appreciation that many biological outcomes are, in fact, statistical phenomena and stochastic in nature. In this half-credit module, we will discuss stochastic behavior in biology from the perspective of gene expression. A focus will be on emerging molecular and cellular techniques that enable observation of stochastic behavior at a single-cell resolution, thus permitting researchers to characterize molecular behavior as it actually occurs, as opposed to averaging a behavior across a population of otherwise diverse individuals. Insights on stochastic behaviors have far-reaching implications in biology, challenging long-held perspectives on transcription, replication, signal transduction, enzymatics, disease states (such as cancer), stem cells, cell differentiation, aging, and adaptive evolution. This course will focus primarily on one of these: stochastic behavior in transcription and chromosome dynamics and its implications to understanding cell and tissue behavior.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B334**

Prereq: **None**

MB&B535 Protein Folding: From Misfolding to Disease

Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B335**

Prereq: **None**

MB&B543 The Hidden World: Microscopy and Its Central Role in Cell and Molecular Biology

This class will examine fundamental and cutting-edge imaging tools that are used to visualize cellular structures and processes. The course objective is to teach both the physical mechanics underlying how a microscope achieves magnification and resolution and how progressively more sophisticated imaging tools have consistently facilitated major advancements in our understanding of cell and molecular biological events.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Prereq: **MB&B208**

MB&B549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**
Grading: **OPT**

MB&B550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.
Offering: **Host**
Grading: **OPT**

MB&B557 Research Seminars in Molecular Biology

This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B558 Research Seminars in Molecular Biology

This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.

Offering: **Host**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Prereq: **None**

MB&B575 The Cell-Division Cycle and Cancer

This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

Offering: **Host**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **None**
Identical With: **MB&B375**
Prereq: **None**

MB&B577 Advanced Genetics

This course will focus on classical genetics, a discipline that grew from a desire to explain how adaptive traits are passed from generation to generation. Special emphasis will be placed on model organism genetics and on understanding how classical genetic analysis, in conjunction with the analysis of cellular and chromosome behavior, led to key discoveries about the nature of the gene, DNA, RNA, protein, and cellular function.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**
Gen Ed Area: **NSM-MBB**
Identical With: **MB&B377**
Prereq: **None**

MB&B581 Physical Chemistry for the Life Sciences

The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. The course integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (1) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences; (2) provide a working knowledge of mathematical methods useful in life science research; (3) develop a critical perspective on explanation of biological processes and understanding biological systems; and (4) survey the main applications of physical chemistry in the life sciences with an emphasis on spectroscopy and microscopy. Theory, methodology, and biophysical concepts are distributed throughout the course and are presented in the context of case studies including respiration, light harvesting and photosynthesis, ATP hydrolysis, NAD/NADH redox, energy transfer, FRET spectroscopy, with an emphasis on single molecule as well as ensemble experiments and their interpretation.

Offering: **Crosslisting**
Grading: **A-F**
Credits: **1.00**

Gen Ed Area: **NSM-MBB**
Identical With: **MB&B381, CHEM381**
Prereq: **(CHEM141 AND CHEM142 AND MATH117 AND CHEM251) OR (CHEM143 AND CHEM144 AND MATH121 AND CHEM251)**

MB&B585 Seminar in Molecular Biology

This course involves presentation and discussion of recent literature in the field of molecular and cellular biology.

Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B285**
Prereq: **None**

MB&B586 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

Offering: **Host**
Grading: **OPT**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **MB&B286**
Prereq: **None**

MB&B587 Seminar in Biological Chemistry

This course involves weekly presentations and discussions based on current research.

Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**
Identical With: **CHEM587**
Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208) OR [CHEM383 or MB&B383]**

MB&B588 Seminar in Biological Chemistry

This course involves weekly presentations and discussions based on current research.

Offering: **Crosslisting**
Grading: **Cr/U**
Credits: **0.25**
Gen Ed Area: **None**

Identical With: **CHEM588**

Prereq: **(CHEM383 or MB&B383 or CHEM325 or MB&B325 or MB&B208) OR [CHEM383 or MB&B383]**

MUSIC (MUSC)

MUSC102 World Music

This course will explore the diversity and range of musical expression around the world by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, in-class performances, and attending related cultural events. The world as a whole will be briefly surveyed and regional traits will be identified. Emphasis will be placed on specific pieces, genres, and countries, discovering cross-cultural commonalities and differences along the way. Course objectives include providing students with significant contact with a diversity of the world's peoples and their music; acquainting students with major music culture areas of the world; helping students recognize and appreciate the music of diverse peoples and their instruments of music; and introducing students to scholarship and recordings of traditional and modern music from around the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC103 Materials and Design

Music consists of sounds and silences. Diverse composers, songwriters, performers, and improvisers use these basic materials in accordance with their particular musical idioms and traditions. Sometimes music is passed down orally; sometimes it is written down as a set of instructions for performers or as a record of an ephemeral sonic event. This course is an introduction to contemporary Western musical design and notation. Throughout the semester, we will improve our musicianship through singing, playing, listening, analyzing, reading, and composing. We will learn common terminology for sounds and their properties of frequency, duration, volume, and timbre. We will analyze and employ methods of organizing musical materials into songs and compositions. We will learn the notational system widely used for European art music, discussing its strengths, weaknesses, and relevance to popular and non-Western musics. By the end of the semester, students will be able to recognize written symbols and vocabulary for pitch, rhythm, volume, speed, form, articulation, and expression; perform simple notated pieces vocally or at the keyboard; transcribe, perform, and/or transpose simple pieces of music by ear; and compose simple pieces. In the fall semester, those compositions will draw on the means and methods of Renaissance counterpoint; in the spring semester, they will build on the techniques of improvisation and spontaneous composition. Students can achieve success in this course without previous musical knowledge.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC105 Music History Seen From Keyboard Instruments

Most composers, from the earliest to the present, write keyboard music. Invented by the ancient Greeks the pipe organ is the oldest keyboard instrument. Various plucked-string instruments, such as the harpsichord, were perfected in Europe in the 17th and 18th centuries. At first keyboard music spread slowly around the globe with these hand-crafted instruments. Because they are relatively easily transported harpsichords were shipped home by travelers and

sent abroad as gifts. Pipe organs which are more expensive and cumbersome were sent first to the Americas by the Spanish in the 17th century and to the near and far east by others, such as an 18th century English organ sent to the Ottoman Sultan. As the 19th century progressed piano manufacturing evolved and increased and it became an expected piece of living room furniture, which coincided with mass-produced musical scores. Both allowed music-making to be accessible to larger numbers of people than previous eras. The advent of radio and other mass-media in the 20th century brought the musical saturation we think normal today. After 1970 electronic keyboard overtook pianos in numbers. Students will be encouraged to use their keyboards as we explore this broad, still growing repertoire.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC106 History of European Art Music

This course will offer a history of Western music from the early Middle Ages to the present day. Students will be introduced to musical elements, terminology, major musical style periods, their composers, and representative works. They will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. Concentrated listening will be required to increase music perception and enjoyment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC108 History of Rock and r&b

This course will survey the history of rock and r&b (broadly defined as a conglomeration of loosely connected popular musical genres) from their origins in the 1940s and '50s through the early 1990s. Three parallel goals will be pursued: to become literate in the full range of their constituent traditions; to experience the workings of the music industry by producing group projects; and to become familiar with a variety of theoretical approaches to the music, confronting issues such as economics of the industry, race relations and identities, youth culture and its relationship to American popular culture, and popular music as a creative, cultural, and social force. For the midterm and final projects, the class will form a music industry in microcosm (musicians, journalists, producers, video and sound engineers, visual artists), resulting in audio and video releases and a magazine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC109 Introduction to Experimental Music

This course is a survey of recent electronic and instrumental works, with emphasis on the works of American composers. Starting with early experimentalists John Cage and Henry Cowell, germinal works of Earl Brown, Christian Wolff, and Morton Feldman will be studied, followed by more recent electronic and minimal works of La Monte Young, Terry Riley, David Behrman, Gordon Mumma, Robert Ashley, Steve Reich, Philip Glass, and Meredith Monk, and finishing with younger crossover composers, including Laurie Anderson, Glenn Branca, and John Zorn. The course includes lectures, demonstrations, and performances, occasionally by guest lecturers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC110 Introduction to South Indian Music

This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music Program for more than 40 years. Students will learn beginning performance techniques in melody (raga) and rhythm (tala), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including karnatak (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC111 Music and Theater of Indonesia

Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A principal theme will be the differing intercultural and interreligious experiences in the two neighboring and related cultures of Java and Bali. In light of the increasingly contentious global geopolitical environment in our post-9/11 world, the course pays special attention to the impact of the recent deeper Islamization of Indonesian society on performing arts. A portion of the course is devoted to demonstrations and workshops, including instruction of performance of Terbang (an Islamic frame drum ensemble) and Gamelan (percussion ensemble of Java and Bali).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA348**

Prereq: **None**

MUSC115 Introduction to North Indian Music

This course will introduce students to North Indian Hindustani classical music, one of the two classical musical traditions of India. Students will learn about the basic concepts of melody and rhythm--the cornerstones of Indian music. Through listening components, they will also learn to sing the basics and identify important ragas (melodic modes) and tal (rhythm). Lectures will cover a wide range of topics, including Hindustani (classical) music, light classical music genres, folk music traditions, music in Bollywood film, and contemporary pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC116 Visual Sounds: Graphic Notation in Theory and Practice

There are many different kinds of graphic scores, some providing very minimal performance instruction and, therefore, requiring considerable interpretative strategies, others replete with detailed instructions, differing from conventional scores more in layout than in concept. Are these scores art or music, or some kind of fusion? How does indeterminacy relate to performance in comparisons with traditional notation? This course will be a forum to study and analyze graphic scores by Mark Applebaum, Anthony Braxton, Earle Brown, Herbert Brün, John Cage, Cornelius Cardew, Anestis Logothetis, Roman Haubenstock-

Ramati, Alvin Lucier, Robert Moran, Boguslaw Schäffer, and new generations of emerging composers. One of the reason composers started to experiment with graphic scores in the 1950s and '60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students; no prior knowledge or instrumental expertise is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture

Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g., paintings, plays, places, novels, technologies, genres, historical events, preexisting music) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media. We will journey from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can achieve success in this course without previous musical knowledge.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AMST122**

Prereq: **None**

MUSC125 Music and Downtown New York, 1950-1970

This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local

industry that supported them. Student research, interpretation, and writing will be emphasized throughout the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC127 Popular Music in Contemporary China

As in the rest of the world, popular music dominates contemporary China's music industry and consumption. Yet China's popular music market also presents unique issues of state-sponsored popular culture intersecting with the bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, and the imagined "ancient China" intersecting with the modern sound and technology. This course offers an opportunity for students to explore aesthetic, political, and cultural meanings contained in popular music through in-depth research projects on a number of important pop musicians and bands in Reform China from the 1980s to the present. Writing at the university level will be emphasized through the written assignments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS259**

Prereq: **None**

MUSC129 The Art of Listening

Over the 20th century, the advent of electronic sound recording and transmission triggered rapid changes in all forms of auditory culture. We will examine this evolution through the different approaches to listening that emerge with the concepts of soundscape, sound object, sound art, and sound design. We will give particular attention to the artists and composers who explicitly shaped these concepts through their work. This includes figures such as writer William S. Burroughs, composer John Cage, singer Bing Crosby, pianist Glenn Gould, theatre director Elizabeth LeCompte, filmmaker Walter Murch, artist Max Neuhaus, composer Pauline Oliveros, guitarist Les Paul, composer R. Murray Schafer, and theorist Pierre Schaeffer. In addition to readings, listenings, and viewings, class members will perform works by composers such as Maryanne Amacher, John Cage, Alvin Lucier, and David Tudor and create sound works of their own. The class should be of interest to anyone who anticipates working with sound in their creative endeavors, whether as a musician, artist, dancer, or filmmaker.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC201 Tonal Harmony

This course begins a more focused investigation of the materials and expressive possibilities of Western music from the common practice era (ca. 1700--1900). There are also forays into jazz theory, theories of world musics, and freer styles of composition. Topics include modes, the use of seventh chords, nonharmonic tones, tonicizations, modulation, and musical form. Work on sight singing and dictation continues. Students also learn to play scales and harmonic progressions and to harmonize melodies at the keyboard.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC103**

MUSC202 Theory and Analysis

This course focuses primarily on two aspects of Western tonal music: harmony and form. Harmony is the study of chords: their individual qualities and configurations, their relative importance and function within a given musical context, and ways of moving between them. We will review the treatment of diatonic harmonies and then expand our palettes through sonorities that borrow from or lead to new key areas. Forms, treated in the latter part of the course, are common patterns of repetition and contrast used to structure diverse musical works from pop tunes to symphonies. Working from detail to whole, we will learn how composers and songwriters construct motives, melodies, songs, and large-scale pieces. In addition to these topics on pitch relations and structure, this course contains a short unit on rhythm and meter. While we'll focus predominantly on European art music repertoire, we will also examine how harmony, rhythm, and form function in other musical traditions. Assignments and activities will include reading texts by composers and scholars, analyzing scores and recordings, composing, listening, singing, and keyboard playing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC201**

MUSC203 Chromatic Harmony

This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late-19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC201 OR MUSC202**

MUSC204 20th-Century Compositional Techniques

Students will write short pieces in various 20th-century styles, using atonal, polytonal, modal, serial, minimal, repetitive, and chance techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC201 OR MUSC202**

MUSC205 Song: Music and Text

This course is an investigation of different sorts of song, in which the music and the words are more or less equal partners. Composers and poets to be discussed include: Franz Schubert; Hugo Wolf; Charles Ives; various settings of Langston Hughes; George and Ira Gershwin; The Beatles; Paul Simon; Kanye West; and Bob Dylan (did he merit the Nobel Prize?).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC103 OR MUSC201**

MUSC206 18th-Century Counterpoint

This course is a study of the contrapuntal practice of J. S. Bach and other 18th-century composers, with emphasis on writing in the style of the period.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC202**

MUSC207 Orchestration

Students will write for the various groups of the orchestra (strings, winds, brass, percussion) and for the entire ensemble.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC201 OR MUSC202**

MUSC208 Post-Tonal Music Theory

At the dawn of the 20th century, European composers began to experiment with a radically new and completely decentered tonal language. Leaving the practice of tonality behind them, these composers used unorthodox numerical relationships to create formal links and motivic connections between the sounds of their compositions. Post-tonal theory represents the body of scholarship that attempts systematically to examine the formal procedures and properties associated with this modernist music; it also represents one attempt to understand the relationships between musical pitches that hold outside the framework of tonality. This course will serve as a general introduction to post-tonal music theory and will also serve as an introduction to the music of the Second Viennese School: Arnold Schoenberg, Alban Berg, and Anton Webern. Beyond the music of these composers, we will also contemplate applications of post-tonal theory to more recent music.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC202**

MUSC210 Theory of Jazz Improvisation

This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Audition and permission of instructor are required at the first class. Intensive practice and listening are required. This course may not be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AFAM386**

Prereq: **MUSC103**

MUSC212 South Indian Music: Solkattu

Solkattu is a system of spoken syllables and hand gestures used to teach and communicate rhythmic ideas in all of South India's performing arts. It has been part of Wesleyan's program in karnatak music for more than 40 years. Students of many different musical traditions have found solkattu valuable for building and sharpening rhythmic skills and for understanding the intricacies of karnatak tala (meter). Building on the fundamental skills acquired in MUSC110, students will learn increasingly advanced and challenging material in a variety of talas. An extended composition, developed for the group, will be performed in an end-of-semester recital.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC110**

MUSC220 Composing, Performing, and Listening to Experimental Music

This is a first course in experimental music composition with a focus on live electronic and electroacoustic music. Using tools such as Logic Pro,

Spear, and SuperCollider 3, the course introduces those aspects of acoustics, psychoacoustics, and audio engineering relevant to composing music and creating interactive electronic instruments and sound environments. The course also addresses landmark pieces in electronic and experimental music by composers such as Robert Ashley, David Behrman, Luciano Berio, John Cage, Alvin Lucier, Max Neuhaus, Pauline Oliveros, John Oswald, Henri Pousseur, Carl Stone, and Iannis Xenakis, together with new work currently under development. Course work consists of weekly creative assignments taking the form of both short, original compositions and realizations of works by others and two larger compositional projects. Class sessions are extended to allow time for audition and discussion of those assignments.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC222 Sound Art, Music, and Interactive Media

The focus of this course is on creative projects in digital media conceived in relation to historical considerations of these same techniques. Recording, amplification, and radio transmission have exerted a profound effect on musical practices of all forms since the beginning of the 20th century. In the period immediately after World War II, composers and artists began to focus on changing the relation of composers, performers, and listeners to sound in response to those techniques. We will consider those artistic strategies and the role they have played in shaping musical genres such as musique concrete, serial and spectral composition, interactive computer music systems, circuit bending, and entirely new genres such as sound, video, and performance art. Student projects will be focused on the creation of music, installations, and performances that respond to those ideas and issues. Our primary tool for those projects will be MAX/MSP/Jitter, a software environment designed to enable the composition of real-time interactive sound, video, and network connections. The fundamental goal of this course is to develop the combination of technical skills and historical awareness needed to creatively engage the ever-expanding accumulation of data and social media that is currently enabling a new period of change in artistic practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC223 Music, Recording, and Sound Design

This technical and historical introduction to sound recording is designed for upper-level students in music, film, theater, dance, and art. The course covers the use of microphones, mixers, equalization, multitrack recording, and digital sequencing. Additional readings will examine the impact of recording on musical and filmic practice. Participation in the course provides students with access to the Department of Music recording studio.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC103 OR MUSC201**

MUSC230 Music Theater Workshop

This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester to create original, one-act musicals. Students will generate show ideas, draft librettos, and musicalize their scripts to create original musical theater pieces. Both playwrights and composers will write lyrics. Students will explore writing strategies and narrative structure and apply those skills to tell stories through the distinct genre of the American musical. Students will leave the class with a grasp of the components of this art form, as well strategies to create new work of their own.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA279**

Prereq: **THEA199 OR MUSC103 OR MUSC201**

MUSC231 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's *Pina*, Elliot Caplan's *Cage/Cunningham*, John Cohen's *The High Lonesome Sound*, and Peter Greenaway's *Four American Composers*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **DANC231, THEA213**

Prereq: **None**

MUSC241 Medieval and Renaissance Music

This course examines the history of music in Europe from antiquity to the end of the Renaissance (531 BCE to ca.1600 CE). In the process of studying the many changes in musical styles that occurred during these centuries, several broader topics will be addressed. Among these are the social and historical contexts of musicians and musical performance, the relation between words and music in different historical periods, and historically informed approaches to musical analysis. The material will be presented through lectures and discussion, listening assignments, singing, and readings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MDST221**

Prereq: **None**

MUSC242 Baroque and Classical Music

At the end of the 18th century, an aesthetic revolution with music at its center gave birth to what we now call modernity. The music that led up to and helped to create that transformation--the music of 17th- and 18th-century Europe--is some of the most widely celebrated and revered in our contemporary moment. But this music's place of privilege in the canon of Western musical artworks has, however, given us a false sense of familiarity with it. When we begin to look closer at this music that otherwise might seem familiar, an entire world of affective shocks, social commentaries, elaborate dances, finely crafted images, inside jokes, and carefully planned dramas reveals itself to us. Understanding the logic with which this music operated can help us to better understand the transformations in aesthetic thought it helped to effect and, therefore, to better understand our world's current configuration of aesthetics, politics, and feeling. This course will provide students with the tools necessary to decipher 17th- and 18th-century music and aesthetics and will invite students to speculate on the relevance of these bodies of creativity and thought to the present day. Repertoire considered will include the music of Monteverdi, Lully, Handel, Bach, Haydn, Mozart, and Beethoven.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC243 Music of the 19th Century

War and revolution drew the map of Europe in the 19th century and, by its end, nations were solidified according to still-recognizable boundaries. However, it was more the Industrial Revolution and a rising middle class that reshaped music making. Concert halls and opera houses were built to accommodate large paying audiences, and the instruments themselves were modified and their production streamlined for manufacturing processes, especially the requisite living-room piano. Composers set free from royal or church patronage thrived or failed by their popularity, and distinct national styles arose. Performance and discourse about music were brought into the public arena by cheaper printing methods that also first allowed a broader appreciation of music from earlier eras. We will approach this art in the context of the revolutions that shaped its development and learn it as those who first heard it did: by as much live listening as can be arranged and by discussion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC244 Music of the 20th Century

In the 20th century, European and American art music (classical music in common parlance) became increasingly fragmented. Composition splintered into diverse idioms and methods: the minimalism of Steve Reich, impressionism of Claude Debussy, and indeterminacy of John Cage, to name only a few. Often, the proponents of one school vehemently rejected the techniques of the others. Perhaps as a result of such schisms, the audience for classical music--particularly contemporary composition--diminished in size, to the point that critics were hailing the "postclassical era" by the 1990s. The concert hall ceased to be a showcase for contemporary compositions and became a kind of museum devoted to preserving (and occasionally reinventing) canonic works of the past. Commercial popular musics such as jazz and rock eclipsed classical music in audience appeal and relevance. While some composers attracted listeners through their interface with folk and popular musics or with film (e.g., Aaron Copland, Leonard Bernstein), others preferred to cultivate small but devoted audiences of initiates for their challenging works (e.g., Milton Babbitt, Arnold Schoenberg). Meanwhile, the advent of mass-produced sound recordings enabled music from distant times and places to be preserved, transported, and heard on demand, with profound consequences for the creation, performance, and consumption of music. In this course, we will explore the many trends that have marked classical musicking in the 20th century. Through extensive listening assignments and primary source readings, we will meet many of the century's influential composers, performers, critics, record producers, pedagogues, patrons, and listeners. In discussions and writing, we will explore what the past century's legacy means for us as musicians and listeners today. While previous experience with music is useful, it is not a requirement for success in this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC246 The Symphony: Evolution of Genre

This course will explore cultural settings and key elements in development of the orchestra as a performing force, conducting as an art form, organology, music history, and theory, by means of tracing the evolution of a single genre: the symphony (from 1750s through the 20th century). Preliminary list of composers includes Sammartini, J. Stamitz, Haydn, Mozart, Beethoven, Schubert, R. Schumann, Mendelssohn, Berlioz, Tchaikovsky, Dvorzak, Franck, Strauss, Mahler, Sibelius, Tippett, Shostakovich, Prokofiev, Stravinsky, Hindemith, Lutoslawski, Ives, Harris, W. Schuman, Copland, Riegger, Sessions, Zwilich.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC250 Film and Folk Music of India

What is film music culture in India? What is folk music in India today? How do these genres interact and influence one another? Most research on the music of India has focused on the classical systems. However, for many people, the most important musical expressions found in their personal and social lives are film and folk musics. Even though film music is considered to be entertainment, it reflects almost all aspects of Indian music and culture. Students will be introduced to the culture and heritage of India. Film and folk music will be analyzed with reference to ancient and modern musical treatises. Topics covered will include the diverse cultures within India and its global diaspora. Students will be encouraged to sing or play the pop and folk songs of India.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC261 Music and Modernity in China, Japan, and Korea

This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music's central role in political and social movements in 20th-century East Asia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS268**

Prereq: **None**

MUSC267 Musical Mobility in America: Diasporas, Migrations, Borderlands

The United States has always been a nation of people on the move, by choice or through pressure. The three headings of diasporas, migrations, and borderlands summarize a complex, interlocking, and often volatile set of flows. In all cases, music plays a key role in defining, expressing, and encapsulating the individual and collective aspirations, fears, experiences, and sensibilities that mobility induces and engages.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM332**

Prereq: **None**

MUSC269 Sacred and Secular African American Musics

A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AFAM249**

Prereq: **None**

MUSC274 Hymnody in the United States Before the Civil War

This course is a historical introduction to psalmody in the 17th century, lining out, Anglo-American 18th-century sacred music, the cultivated tradition in the early 19th century, and the various styles that contribute to the SACRED HARP and other shaped-note hymnals. Composers studied will include Thomas Ravenscroft, William Billings, Lowell Mason, and B. F. White. Collections examined will include The Bay Psalm Book, Tansur's ROYAL MELODY COMPLEAT, Lyon's URANIA, and Walker's SOUTHERN HARMONY.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AMST229**

Prereq: **None**

MUSC275 Music and Downtown New York

This course will explore the history and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York City during two especially rich decades: urban blues and folk revivalists; an African American jazz-based avant-garde; Euro-American experimentalists; and Lower East Side rock groups. These four vanguard musical movements, at the heart of dramatic cultural shifts at the time, with reverberations and legacies that remain relevant up to the present day, are an essential part of American history. Much of the course will be devoted to discovering their points of convergence and divergence, especially in conversation with broader contemporaneous currents, including the civil rights movement and related notions of freedom, shifting youth cultures, music and politics, and avant-garde aesthetics. Drawing from primary sources, we will read about and listen to recordings of a wide variety of musicians, view a broad cross-section of film from the era, identify aesthetic and cultural trends, and study the local industry that supported them, including record labels, coffee houses, clubs, and concert spaces. Projects throughout the semester include written papers, individual and group presentations, and adding content to an interactive collaborative Google map of the neighborhood.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AMST267, AFAM265**

Prereq: **None**

MUSC276 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's SHOW BOAT and George Gershwin's 1935 production of PORGY AND BESS as the entry points of our analysis and end with RENT. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL233, THEA208, AMST248**

Prereq: **None**

MUSC277 Jazz Avant-Gardes

This course will explore the emergence of an avant-garde in jazz in the 1950s and 60s, including earlier efforts and later developments in the preceding and succeeding decades. We will take a holistic approach, examining the music and its surrounding community within the broader social and cultural currents

of 1950s and '60s America, especially that of European-inherited avant-garde aesthetics, the increasingly urgent Civil Rights Movement and changing notions of freedom, and artist collectives in the U.S. and Europe. Key artists will include Monk, Coleman, Taylor, Sun Ra, Coltrane, Art Ensemble of Chicago, Bailey, and Braxton, among others. We will immerse ourselves in a combination of reading, listening to recordings, discussion, and in-class performances. Throughout the semester, we will pursue the parallel goals of using this era in jazz to expand our understanding of avant-garde movements in general and using historical avant-garde movements to expand our understanding of how the phenomenon has played out in jazz. The first two weeks will function as a Jazz 101 boot camp, and so no prior experience in jazz is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC278 Survey of Jazz Styles

This course is a study of how jazz works, developing the awareness and tools that allow us to understand and evaluate what we are hearing when we listen to live or recorded jazz--how and why the musicians do what they do and the larger context into which a performance fits. We explore historical developments and chronology, the structures that govern jazz improvisation and other performance practices and the instrument roles and sub-styles that typically make up the music. Though there will be ample relevant information for musicians, a background in music theory or performance is not at all necessary for this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC280 Sociology of Music in Social Movements

It has long been noted that social movements typically create movement cultures, but the actual use of music, as one cultural form, is only beginning to receive attention. Is it used for recruiting new members or maintaining the loyalty of those already committed, for internal critique within the movement itself or to educate those who know nothing of a group's discontent? When, where, and why do each of these, and other functions, develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the U.S. (including the labor, civil rights, New Left, women's, and current inner city movements) and elsewhere.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC239**

Prereq: **SOC151 OR MUSC103**

MUSC285 Modernism and the Total Work of Art

The term "total work of art" refers to the German Gesamtkunstwerk that took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the total work of art was tied from the beginning to the desire to recover and renew the public function of art. While there exist many approaches to totality in the modern era, this course focuses on modernist theories and practices that simultaneously critiqued existing society and posited a utopian alternative. We will begin by studying formulations of totality in response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to German idealism and to an analysis of composer Richard Wagner's ideas and compositions that made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provided the dominant reference for subsequent developments from the 1880s onward, these most often consisted of a search for alternatives to his own theory and practice,

particularly in the visual arts. We will examine attempts to envision totality after Wagner in impressionist painting and German expressionism. Ideas of totality and utopia continued to carry positive associations for modern artists until the 1930s, when they became co-opted by totalitarian governments. The course concludes by examining the perversion of modernist dreams in Nazi festivals and art exhibitions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, GELT239, FIST339, COL349**

Prereq: **None**

MUSC286 Playing with Sound: Ludic Performance, Games, and Music as Play

Ludomusicology--the study of music as play--challenges those interested in audiovisual media, aesthetics, performance, improvisation, compositional technique, notation, theory, or historiography to take play seriously. In his 1957 lecture, "Experimental Music," John Cage described music as "a purposeless play" which is "an affirmation of life--not an attempt to bring order out of chaos nor to suggest improvements in creation, but simply a way of waking up to the very life we're living" (1973: 12). Drawing on theories of media, systems, and cultural techniques, this seminar asks: What makes play musical, and music playful? How do the meanings and stakes of performances, choreographies, bodies, and screens play out via sounds and other sensations? How does the music in video games contribute to gameworld development, gameplay, and virtual performance? How is music used and represented in recreational and competitive sport and athletic competition (e.g., SuperBowl halftime shows, walkup music, and the stadium soundscape)? How can we value humor, puzzles, and fun in music and examine how these elements function? How is the composition and performance of music profoundly playful? The course will consider the diverse relationships among music, play, and performance--from musical automata, player pianos, and orchestrions to practices of sampling and remix in hip hop, from the games African American girls play--handclapping songs, cheers, and double-dutch jump rope--that reflect and inspire the principles of black popular music-making to musical greeting cards, toys and collectables, from the use of recycled pre-existing classical music (Tetris, Bioshock, Eternal Sonata), genres (the famous opera scene in Final Fantasy VI), in-game composition (Mario Paint) and aleatoric operations (Fez and Proteus) in video games to John Cage's WATERWALK on the popular US television game show I'VE GOT A SECRET and his use of chance operations, from Pamela Z's playful manipulation of sound via physical gesture and technological media to virtual performance in Guitar Hero, Rock Band, Just Dance, and Dance Central, or curating the radio soundscape in Grand Theft Auto, from the material and somatic manipulation of tape in early electroacoustic music to forms of musical acting, adaptation, and disguise in cover versions and tribute bands, from children's music games, television programming (Sesame Street, Mister Rogers' Neighborhood), and the Girl Scouts songbooks to classical music as an educational feature of games and Web 2.0 mobile media apps and new media platforms, and from 18th-century musical dice games to the domestic vocal games of Inuit throat singing. By discussing music as play across diverse case studies from musicology, ethnomusicology, popular music, and science and technology studies, we will trace the lineage of musical play through improvisation, composition, performance, embodied listening, and recreation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC287 Performing the Posthuman: Music and Auditory Culture in the Age of Animantities

¿Animantities¿ takes seriously the aural and performance worlds of the nonhuman. ¿Posthuman,¿ according to the Oxford English Dictionary (OED),

refers to the idea that "humanity can be transformed, transcended, or eliminated either by technological advances or the evolutionary process; artistic, scientific, or philosophical practice which reflects this belief." This seminar engages questions of musical difference by addressing posthuman performance, the musicality of animals, music that imitates nonhuman sound worlds, and cross-species and multi-species performance. Throughout the course, we will think across varied types of sounds to explore and contextualize familiar questions about how we sing, play, perform, stage, and sound musical identity, examining the intersections among the humanities, science and technology studies, and the sonic arts. Our explorations will cross through the fields of musicology, ethnomusicology, and sound studies. By listening across different kinds of sound cultures, we will interrogate how traditions of listening shape our habits of perceiving others, how we hear nonhuman animals, how we incorporate nonhuman sounding into music composed by humans, how technology has played a role in the study and development of nonhuman and human musicality, and what it means to listen to and value sonic difference more broadly. Through discussions of musical and cultural difference that enrich ongoing discussions of race, gender, and sexuality, we will come to a stronger understanding of music's role in imagined and experienced natural worlds. Topics and case studies will include audio bird guides, new age nature recordings, multi-species collaborative performances, sampled and electronically rendered animal and nature performance in digital video games, wildlife field recordings and documentary sound design, forms of animal and environmental mimesis used by composers, the way nonhuman animal behavior influenced experimental music communities, and descriptions of the musicking of nonhuman animals by the National Audubon Society and other wildlife guides and field recording initiatives. This seminar draws on the classroom community's interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can succeed in this course without previous musical knowledge.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AMST278, ENV5287**

Prereq: **None**

MUSC288 Music, Sound, and the Environment in the Anthropocene

In this course we will explore how environmental works have proliferated throughout the academy and how scholars across the humanities are re-evaluating the reciprocal relationships among society, culture, and the environment. Over the course of the semester we will explore the diverse and interconnected ways in which contemporary composers, popular musicians, sound artists, world music practices, and collaborative arts practitioners draw on natural and urban environments in order to comment on current environmental and energy issues, trauma, the relationships among the arts, humanities and science and technology studies, representations of the environment and the environmental past, and participate in social activism. Employing socially and environmentally engaged musicological analysis, this course will focus on five distinct areas: We will analyze how environmental sites and situations are represented in music; examine why environmentalist ideologies are integrated into the musical narratives and/or sonic choices made by the artist; address how artists conceptualize the environment and express their relationship to it; grapple with what motivates these artists to incorporate environmental commentary into their compositions, illustrating how sociocultural and environmental factors influence creative expression; and question how personal and societal values concerning relationships between society and the environment are disseminated and constructed through music. We will also explore the various ways in which nature, urbanity, and environment are constructed in the production, performance, consumption, and reception of music. Through our reading discussions, writing, and applied projects, some of the questions we will address include: How do the intersections of landscapes

and cityscapes produce multifarious artistic responses? How are communities whose economy depend on, or historically depended on, energy and/or natural resource industries signified or evoked through music? How are past and present histories of place expressed, recorded, and remembered through detailed and affective sensory experience? How do we determine the health of our soundscapes? How is music and sound mobilized in social activism? How are notions of identity, as shaped by a physical environment and the ideologies connected to place, constructed and communicated? As we engage with the critical geography of sound, we will address the global networks, musical mobilities, circulation of sounds, traditions and musicians, and the ways in which landscape, mapping, urban planning, and landscapes are expressed in music.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **ENV5288**

Prereq: **None**

MUSC289 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive

Leonard Crow Dog (Lakota) wrote in his autobiography, *Crow Dog: Four Generations of Sioux Medicine Men*, "We Crow Dogs had always had the 'earth ear,' *maka nongeya*, having the whole earth for an ear. It means you know what's going to happen before it happens. And you can also listen backward, way back, know the generations gone by." Relating the "earth ear" to contemporary technology, he says that it is made up of Inyan Tunka, an "ancient rock computer"; *wakiksuyapi*, a "hot line to the spirits" through the interpretation of signs; as well as the history sedimented in the Lakota language: a wonderful cyborgian concept that mixes memory, prediction, and the deep ancestral time of the oldest beings, rocks. This is a powerful manifestation of what ethnomusicologist Roshanak Kheshti has called aural positionality, "an ethnographic production practice that works through and with the formal capacities of sound so as to make use of the medium's potential in constructing representations of culture." GPS for the ear? In Crow Dog's account, a medicine man is describing a spiritual practice in relation to the earth; in Kheshti's, an ethnomusicologist is accounting for an ethics of representation through her listening and production practices in the context of world music; but in both, it is a matter of attuning oneself through the ear. In this course, we will attune our ears to archives of Native American music by paying close attention to the practice of ethnomusicology, theories of the archive and auditory cultures, issues of intellectual property (including the digitization and publication of archival materials), practices and values of production, and the repatriation of songs and revitalization of Native American ways of life. We will also explore Native American epistemologies and spiritual practices, as well as the sensory and affective aspects of sound. By focusing on the "earth ear" as a site of interaction, listening becomes an activity by which recorded sound's social, ethical, and aesthetic positioning is conveyed to the listener. Through differential positioning, then, we will explore the intervals between sound and sight, singing and hearing, and music, sound, and language. With this in mind, we will conduct research in Wesleyan's World Music Archives, while comparing it to alternative archives (such as the Women's Audio Archive and various acoustic and sensory ecology archives) that question the archival conventions by which sound, music, and culture are constituted as a homogeneous whole and challenge the perpetration of relations of subordination between sound, sense, and identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AMST**

Identical With: **AMST324**

Prereq: **None**

MUSC290 How Ethnomusicology Works

The course provides an introduction to the discipline of ethnomusicology, offering an overview of its development and concentrating on methods, from fieldwork and interviewing through researching and writing. Weekly focused projects, a short midterm paper, and a substantial final project will offer orientation to a field that has been central to Wesleyan's approach to music for 40 years and to the development of global music studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC103**

MUSC291 The Gendering of Music in Cross-Cultural Perspective

This course presents a critical examination of issues explored and debated in recent studies of gender, power, identity, and music from diversified music traditions, including the Western art music, popular music, and the world musics. Drawing upon the interdisciplinary discourse on theories of feminism and gender, as well as the new gay and lesbian musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **FGSS240**

Prereq: **None**

MUSC294 Queer Opera

Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage--and there is plenty of that--operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **FGSS295**

Prereq: **None**

MUSC295 Global Hip-Hop

Over the past two decades, hip-hop, in its various facets of rap, deejaying, dance, visual art, fashion, and attitude toward authority, has gradually taken over as a primary medium of expression for youth around the world. Used as mass entertainment, elite aesthetic statement, social and political commentary, tool for education and social change, vehicle for economic opportunity, and as the core of a cultural movement, hip-hop has proven malleable enough to thrive embedded in scores of different languages and cultures around the world and

effectively speak to local needs. Yet its local manifestations have also managed to retain their membership in a global hip-hop culture. In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its varieties of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. We will first come to an understanding of the rise and dispersion of hip-hop culture in the United States. Then, beginning with France, where it first took hold, we will move around the world examining local case studies and their more global implications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC300 Seminar for Music Majors

This seminar will provide music majors an opportunity to understand one or more of the world's musical traditions by studying them in-depth. The topic of the seminar will vary from one semester to the next.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC304 Arranging and Composing for Jazz Orchestra

This course is an examination of techniques of arranging, composing, and orchestration for the jazz orchestra. The language of the jazz orchestra will be analyzed from all relevant perspectives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

MUSC404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC405 Private Music Lessons for Nonmusic Majors

Private instrumental and vocal lessons meet for one hour weekly at regularly scheduled times. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. Interview information and schedules will be posted in the music studios lobby and on the Music Department web site <http://www.wesleyan.edu/music/lessons> one week prior to the start of the semester. Students will be billed \$795 for 12 one-hour lessons through their Student Account. When students are accepted into the private lessons program, they become liable for the additional cost of lessons. If a student intends to drop lessons, the student must

notify the instructor at least 24 hours prior to the lesson taking place the week following the end of drop add. Failure to drop prior to this lesson will result in the student being billed the full course fee. When a student drops lessons during the Drop/Add period, the student will be billed only for the lessons already taken. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details about financial support for private lessons. Permission of the instructor is required. This course may be repeated, regardless of section or combination of sections, four times for credit towards graduation. Private music lessons (alphabetical by instrument): SECTION 01: Bass--Roy Wiseman SECTION 02: Bassoon--Garrett Bennett SECTION 03: Cello--Julie Ribchinsky SECTION 42: Clarinet--Charlie Suriyakham SECTION 05: Drums--Pheeroan Aklafl SECTION 36: Traditional Fiddle Styles--Peter Craig Edwards SECTION 06: Flute--Peter Standaart SECTION 07: French Horn--Robert Hoyle SECTION 08: Guitar, Lute--Carver Blanchard SECTION 33: Guitar--Cem Duruo SECTION 10: Guitar, Jazz and Blues --Tony Lombardo SECTION 11: Harp, Classical and Folk--Megan Sesma SECTION 35: Mandolin/Banjo/North Indian Vocal/Guitar--Stan Scott SECTION 13: Oboe--Libby Van Cleve SECTION 14: Percussion and Drums--Eugene Bozzi SECTION 16: Piano--Carolyn Halsted SECTION 17: Piano--William Braun SECTION 18: Piano, Jazz--Fred Simmons SECTION 37: Recording Studio Production Lessons--John Bergeron SECTION 19: Saxophone--Garrett Bennett SECTION 27: Trombone--Rob Earhart SECTION 22: Trumpet, Classical--Nancy Brown SECTION 23: Tuba--Allison Lazur SECTION 24: Viola--Marvin Warshaw SECTION 25: Violin Performance--Perry Elliot SECTION 26: Voice--Priscilla Gale SECTION 29: Voice--Chai-lun Yueh SECTION 38: Voice, Jazz--Giacomo Gates

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MUSC406 Private Music Lessons for Declared Music Majors

This course is open only to declared junior and senior music majors. Private instrumental and vocal lessons meet for one hour weekly at regularly scheduled times. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the private lessons program must contact the instructor to determine whether an interview during the first week of classes is required. Interview information and schedules will be posted in the music studios lobby and on the Music Department web site <http://www.wesleyan.edu/music/lessons> one week prior to the start of the semester. The current private lesson fee is \$795 per semester. If a student intends to drop lessons, the student must notify the instructor 24 hours prior to the lesson taking place the week following the end of drop add. Failure to drop prior to this lesson will result in the student being billed the full course fee. When a student drops lessons during the Drop/Add period, the student will be billed only for the lessons already taken. A waiver for a portion of the private lessons fee is available for junior and senior music majors. Details regarding the music major waiver can be found on the Music Department web site or in Music Studios room 109. Music majors may count two semesters of MUSC406 towards their performance credits of the music major. Private music lessons (alphabetical by instrument): SECTION 01: Bass--Roy Wiseman SECTION 02: Bassoon--Garrett Bennett SECTION 03: Cello--Julie Ribchinsky SECTION 42: Clarinet--Charlie Suriyakham SECTION 05: Drums--Pheeroan Aklafl SECTION 36: Traditional Fiddle Styles--Peter Craig Edwards SECTION 06: Flute--Peter Standaart SECTION 07: French Horn--Robert Hoyle SECTION 08: Guitar, Lute--Carver Blanchard SECTION 33: Guitar--Cem Duruo SECTION 10: Guitar, Jazz and Blues --Tony Lombardo SECTION 11: Harp, Classical and Folk--Megan Sesma SECTION 35: Mandolin/Banjo/North Indian Vocal/Guitar--Stan Scott SECTION 13: Oboe--Libby Van Cleve SECTION 14: Percussion and Drums--Eugene Bozzi SECTION 16: Piano--Carolyn Halsted SECTION 17: Piano--William Braun SECTION 18: Piano, Jazz--Fred Simmons SECTION 37: Recording Studio Production Lessons--John Bergeron SECTION 19:

Saxophone--Garrett Bennett SECTION 27: Trombone--Rob Earhart SECTION 22: Trumpet, Classical--Nancy Brown SECTION 23: Tuba--Allison Lazur SECTION 24: Viola--Marvin Warshaw SECTION 25: Violin Performance--Perry Elliot SECTION 26: Voice--Priscilla Gale SECTION 29: Voice--Chai-lun Yueh SECTION 38: Voice, Jazz--Giacomo Gates

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MUSC407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MUSC408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

MUSC409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC413 Korean Drumming and Creative Music

This course is an experiential, hands-on percussion ensemble with the predominant instrument in Korean music, the two-headed janggo drum. Students will be introduced to traditional folk and court styles as well as creative collaborations with jazz musicians and musicians from other cultures. They will learn to play a range of percussion instruments including janggo, barrel drum, and hand gong. The semester will end with a live performance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS413**

Prereq: **None**

MUSC416 Beginning Taiko--Japanese Drumming Ensemble

This course introduces students to Japanese taiko drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the matsuri (festival) and other Japanese performance arts through learning two to three pieces on the Japanese taiko drum and basic techniques of playing the shinobue (bamboo flute). Students should wear clothes appropriate for demanding physical activity (i.e., stretching, squatting, various large arm movements).

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **CEAS416**
 Prereq: **None**

MUSC418 Advanced Taiko--Japanese Drumming Ensemble

This course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn advanced techniques in taiko drumming, singing, and fue, Japanese flute.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Identical With: **CEAS418**
 Prereq: **None**

MUSC419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**
 Grading: **Cr/U**

MUSC420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**
 Grading: **Cr/U**

MUSC428 Chinese Music Ensemble

Students will learn both traditional and contemporary instrumental pieces of Chinese music, as well as different regional styles. The ensemble will present a concert at the end of each semester. Attendance for the class is mandatory.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Identical With: **CEAS428**
 Prereq: **None**

MUSC430 South Indian Voice--Beginning

Students will be taught songs, beginning with simple forms and increasing in complexity. There will also be exercises to develop the necessary skills for progress into the more complex forms.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC431 South Indian Voice--Intermediate

This course is a continued exploration of the song forms begun in MUSC430, with emphasis on the forms varnam and kriti, the cornerstones of the South Indian concert repertoire. Specific exercises will also be given to prepare students for the improvisational forms they will encounter in the advanced class to follow.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC430**

MUSC432 South Indian Voice--Advanced

Development of a repertoire of compositions appropriate for performance, along with an introduction to raga alapana, and svara kalpana, the principal types of improvisation.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **(MUSC430 AND MUSC431)**

MUSC433 South Indian Music--Percussion

Students may learn mridangam, the barrel-shaped drum; kanjira, the frame drum; or konakkol, spoken rhythm. All are used in the performance of classical South Indian music and dance. Beginning students will learn the fundamentals of technique and will study the formation of phrases with stroke combinations. Advanced classes will be a continuation of lessons in a variety of talas. Individual classes are supplemented by a weekly group section.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC212**

MUSC434 Improvisational Techniques in South Indian Music

This course will introduce advanced students of karnatak vocal music to raga alapana and svara kalpana, the most important forms of melodic improvisation. Students will begin by learning precomposed examples of these forms. As they become comfortable with idiom, they will progress to designing their own improvisations.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC436 Wesleyan Concert Choir

This choral ensemble welcomes members of both Wesleyan and Middletown communities and is devoted to performance of standard choral literature from all eras, both accompanied and a cappella. Solo and leadership opportunities will be available for advanced singers.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC438 Wesleyan University Collegium Musicum

The Collegium Musicum is a performance ensemble dedicated to exploring and performing the diverse vocal and instrumental repertoires of the medieval, Renaissance, and baroque periods of European music history. Emphasis is given to the study of musical style, performance practice, singing one-on-a-part, and excellence in performance. Various cultural aspects of the societies that produced the music under study are simultaneously explored; participants will work with primary source materials, such as facsimiles of musical manuscripts, as well as literary and historical writings.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**

Gen Ed Area: **HA-MUSC**
 Identical With: **MDST212**
 Prereq: **None**

MUSC439 Wesleyan University Orchestra

The Wesleyan University Orchestra performs music from all periods of music history, featuring classical repertoire alongside popular and contemporary works. Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan and Middletown community.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC440 Instrumental Conducting

The theoretical portion of the course will highlight key events in historical development of orchestra and conducting. The practical portion will focus on aspects of basic baton technique, score study strategies, score analysis, rehearsal techniques, interpretation, style, and performance practice, all on examples from standard orchestral literature.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC103**

MUSC441 Pipe Organ in Theory and Practice, from Sanctuary to Stage: A Performance-Based Examination of Music

This course involves weekly group and individual meetings to prepare for public performances at least once per semester. Those employed at area institutions are encouraged to bring and discuss their music.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC442 Chamber Music Ensemble

This course may be repeated for credit. A variety of small chamber music ensembles will be coached by instrumental teachers.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC443 Wesleyan Wind Ensemble (WesWinds)

Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan/Connecticut community.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC445 West African Music and Culture--Beginners

This course is designed to provide a practical and theoretical introduction to traditional West African music and culture. Students experience the rhythms, songs, movements, and languages of Ghana and its neighboring countries through oral transmission, assigned readings, film viewing, and guided listening to commercial and/or field recordings. This interdisciplinary approach to learning is in keeping with the integrated nature of drumming, dancing, singing, and hand clapping in West Africa. Students learn to play a range of instruments, including drums, metal bells, and gourd rattles.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC446 West African Music and Culture--Intermediate

This course is designed to build on the skills developed in MUSC445. The beginner repertoire is reviewed, and more demanding call-and-response

patterns are learned, along with new, more challenging repertoire. Students may be asked to perform on and off campus.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC445**

MUSC447 West African Music and Culture--Advanced

This course is designed to build on the skills developed in MUSC445 and MUSC446. The repertoire is brought to a performing standard, and more complex repertoire is learned. Students experience the intricacies of dance accompaniment while drumming and singing with the advanced West African dance class. The student ensemble will be asked to perform on (and possibly off) campus.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC446 OR MUSC445**

MUSC448 Ebony Singers: Gospel Music

This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).

Offering: **Host**
 Grading: **A-F**
 Credits: **0.50**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM241**
 Prereq: **None**

MUSC449 Mande Music Ensemble

This one-semester course in the musical traditions of Mande (Maninka and Mandinka) peoples of western Africa will focus on guitar and ngoni (lute) playing. Students will also learn about the culture in which the music lives through readings, recordings, and video viewings. Audition and permission of instructor are required at the first class. The ensemble will present public performances.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC450 Steelband

This is an ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC451 Javanese Gamelan--Beginners

Instruction in the performance of orchestral music of central Java. Various levels of difficulty are represented in the playing techniques of different instruments, mainly tuned gongs and metallophones. Previous formal music instruction is not necessary.

Offering: **Host**

Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC452 Javanese Gamelan--Advanced

Advanced-level performance of central Javanese gamelan. Emphasis on the classical repertoire and the music of wayang (shadow puppet performance).

Offering: **Host**

Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **MUSC451**

MUSC454 World Guitar Ensemble

This performance course is designed for students who can already play the guitar and read music to some extent. The lectures will involve finger-style playing with the classical guitar as the main instrument; however, the repertoire will include music from South America and various world cultures as well as American popular styles. Singers and students playing other instruments such as flute or violin are welcome to take the class to form ensembles with the guitar. In a final concert, the students will perform works matching their technical level.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC455 Jazz Ensemble

This course builds small-group performance skills including improvisation, accompaniment, pacing, interaction, repertoire, and arrangements.

Offering: **Host**

Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC456 Jazz Improvisation Performance

In this extension of MUSC210, Theory of Jazz Improvisation, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM390**
 Prereq: **None**

MUSC457 Jazz Orchestra I

This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM396**
 Prereq: **None**

MUSC458 Jazz Orchestra II

This course continues the work begun in MUSC457 with intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM397**
 Prereq: **None**

MUSC459 Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part I

This course offers an opportunity to consider real-time composition in a trans/non-idiomatic environment within the context of contemporary musical modeling. Through weekly intensive rehearsals culminating in a performance (or multiple performances), the creative orchestra participant will develop their listening, performance, and imaginative skills in this setting. All instruments (including the human voice) are welcome to participate. We very highly encourage participation in the course for those who perform on non-Western traditional instruments, laptops, or electronic homemade instruments.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM388**
 Prereq: **None**

MUSC460 Real-Time Autoschediasms for Electroacoustic Creative Orchestra Part II

This course offers an opportunity to consider real-time composition in a trans/non-idiomatic environment within the context of contemporary musical modeling. Through weekly intensive rehearsals culminating in a performance (or multiple performances), the creative orchestra participant will develop their listening, performance, and imaginative skills in this setting. All instruments (including the human voice) are welcome to participate. We very highly encourage participation in the course for those who perform on non-Western traditional instruments, laptops, or electronic homemade instruments.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Identical With: **AFAM389**
 Prereq: **None**

MUSC463 Teaching Music Lessons to Children in Local Schools

This is a service-learning course. Students will teach private and small-group music lessons to students at Green Street Arts Center and Macdonough School in Middletown. These sessions will be augmented by a weekly classroom session in which readings and the student teachers' journals will be discussed. Some of the Wesleyan Department of Music's private lesson instructors will visit to answer questions and guide the student teachers through the issues, musical and extra-musical, that the lessons will raise. Written assignments will include responses to weekly readings, regular journal entries, and an end-of-semester paper. There will also be a recital by the school children at the end of the semester.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC464 Laptop Ensemble

This course promotes knowledge and skills in live electronics performance, cultivates new musical repertoire for the group, and increases public awareness of new forms of working music technology while developing overall technological and troubleshooting proficiency. The course accomplishes this through regular rehearsals as well as a combination of required group and "satellite" performances. A range of repertoire is curated over the course of the semester.

involving new pieces created for the ensemble, as well as the reinterpretation of historical works using live electronics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

MUSC466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

MUSC470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

MUSC491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

MUSC492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

MUSC500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&E500, CHEM500, BIOL500, ASTR500, MB&B500, PHYS500, PSYC500, MATH500**

Prereq: **None**

MUSC501 Individual Tutorial for Graduate Students

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC502 Individual Tutorial for Graduate Students

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

MUSC503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

MUSC504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

MUSC505 Topics in Applied Ethnomusicology/Public Musicology

Work in applied ethnomusicology and public musicology includes a wide range of activities and formats, including: blog posts, magazine articles, public community music performances, tweets, podcasts, pre-concert and public lectures, forensic testimony, and the development of digital open-access tools and resources. What unifies these and many other possible forms is a desire by scholars to convey the cultural relevance and influence of music by engaging audiences outside the academy. Many are concerned with the social responsibility of the university, and developing methods and projects to collaborate with and give back to the communities in which we live, work, and research. The seminar will also address what the tools, methods, and values of the interdisciplinary field of digital humanities can offer applied ethnomusicology and public musicology. We will apply a suite of open-source analytic, pedagogical, networking, research, and presentation tools developed by digital humanists to our own projects. Through readings and research-creation projects we will better understand the work of institutions for cultural preservation, the role of activist and political scholarship, how to write accessibly for all readers, and how to convey our ideas in a number of different formats (e.g. blogs, *z*think pieces*z* or online articles, pre-concert lectures, open-access digital archives and research webspaces).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MUSC506 Reading Ethnomusicology

As one of the two core introductory courses to ethnomusicology, this course lays a general intellectual groundwork for MA students with a concentration in ethnomusicology through in-depth reading of some of the most important writings in ethnomusicology. Focusing on both intellectual history and current issues, the course evolves around the key concepts and themes that have defined, expanded, or challenged the field. Students will critically and comparatively discuss the approaches and contributions of each work they study. At another level, this course also aims at broadening students' knowledge of world musics through studying a wide range of music ethnographies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

MUSC507 Practicing Ethnomusicology

This course is an overview of the nature of the skills and approaches associated with the field known as ethnomusicology. Limitations of traditional methodology and sources are emphasized. Students will build skills in observation, field methods (e.g., interviewing, taping); preliminary introduction to hardware, transcription, analysis, and writing research findings in the form of reviews; and a final research paper delivered as an oral convention paper.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC508 Graduate Seminar in Composition

This course is designed for first-year composition students in the Graduate Program. We will discuss and analyze works covering a broad range of compositional styles, focusing on recent European, Asian, and American composers. In addition, student works will be discussed and, when possible, performed.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC509 Special Studies in Contemporary Music

This course will closely examine specific topics in 20th-century music, including serialism, indeterminacy, minimalism, improvisation, and the exploration of acoustic phenomena. Special attention will be given to issues raised in the Boulez-Cage correspondence of the 1950s.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC510 Graduate Proseminar in World Music Studies

This introductory seminar is offered every fall as a required course for all first-year music MA students. The primary focus is developing research, writing, and critical interpretive and analytical skills necessary for initiating and completing the MA thesis projects. Students will be exposed to the breadth of the music department's specialties, and we will identify and discuss current issues that cut across concentrations within the department.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

MUSC512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

MUSC513 Improvisation in Cross-Cultural Perspective

This course will explore musical improvisation around the world from a variety of theoretical and practical perspectives. Readings on theories of improvisational processes, as well as on specific musical traditions in the United States, India, Indonesia, Africa, and elsewhere, will complement practical transcription and analysis projects.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC519 Current Issues in Ethnomusicology

This course concentrates on current scholarship, intellectual issues, and music ethnographies in ethnomusicology. It challenges the students with contemporary

theoretical debates among ethnomusicologists, such as music and identity, music and gender, race and power, music and technology, and music and globalization. The course will closely examine the impact of interdisciplinary approaches on music ethnography through critical analysis of the readings.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **HA-MUSC**
 Prereq: **None**

MUSC520 Explorations in Musicology

If one reads its disciplinary moniker literally, "musicology" is the scholarly study of music. In practice, however, its objects and methods are far narrower. In the postwar era, musicology was almost exclusively concerned with the verification, classification, and explication of pre-1900 European art music. Scholarship focused on the music itself apart from performance, consumption, and social context. In other words, it treated music as a set of works: autonomous aesthetic entities not subject to social, cultural, or economic forces. Such works were assembled into a canon, implying a clear trajectory of historical progress. Ethnomusicology and the so-called new musicology of the 1980s and '90s posed challenges to this musicological status quo. New approaches conceptualized music as an event unfolding in time rather than a reified artifact. Inspired by postcolonial, feminist, and queer theoretical models, scholars questioned the canon and its master narrative of great compositions by white men. They critiqued the positivist model of music scholarship as an accumulation of facts, chronologies, and authoritative printed editions. Despite this upheaval in the discipline, a quick survey of recent article and abstract titles in the American Musicological Society's quarterly journal or annual conference program shows that traditional research topics and methods persist. This course will explore musicology's scholarly purview, history, methods, and debates, past and present. How do musicologists' and composers' pursuits intertwine in historical narratives and contemporary music departments? How do the "intermediaries" of notated score, performer, and sound recording influence scholarship? What is the purpose of musical analysis? How should analysis proceed when scholars have largely agreed that its "object" is not a fixed object at all? How does the study of popular music fit (or not) into the disciplines of musicology and ethnomusicology? What is at stake in keeping musicology separate from ethnomusicology in scholarly societies, journals, and, indeed, graduate training? Reading assignments will include a combination of influential "classics" (e.g., Eduard Hanslick's *ON THE MUSICALLY BEAUTIFUL*), watershed texts of the new musicology (e.g., excerpts from Joseph Kerman's *CONTEMPORARY MUSIC* and Susan McClary's *FEMININE ENDINGS*), and essays representing recent trends in the field (e.g., sound studies, ecomusicology, and the "affective turn" in the humanities). On our tour of the discipline, we will also examine a variety of musical "works" and repertoires (recorded and notated), from Notre Dame Organum to C. P. E. Bach to Stravinsky to U. K. Punk.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC521 Seminar in Interdisciplinary Studies

The course, one of the four core PhD seminars in ethnomusicology, examines a number of disciplines as they relate to general current theoretical issues and the interests of ethnomusicology. Visitors from other departments will present their disciplinary perspectives.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

MUSC522 Seminar in Comparative Music Theory

This course asks questions about what music and theory might have to do with each other and provocatively collects these inquiries under the rubric of "music theory." Together we will explore methodological frameworks that have sometimes been associated with the investigation of music and musical experience broadly conceived, including (but not limited to) affect, phenomenology, cognition, mediation, form and formalism, and temporality. Through meta-methodological inquiry, we will probe each of these domains of thought to investigate what they may have to offer to the study of music across times and places, and, further, what they might reveal about musical thought in our contemporary moment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

MUSC530 Department of Music Colloquium

Nationally and internationally acclaimed artists and scholars are invited to the Department of Music to speak about their work. This colloquium meets biweekly. Typically, a one-hour talk is followed by 30 minutes of questions and discussions.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

MUSC561 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **OPT**

MUSC563 Field Research or Academic Education (Graduate)

Graduate-level tutorial for field research or academic education.

Offering: **Host**

Grading: **OPT**

MUSC564 Field Research or Academic Education (Graduate)

Graduate-level tutorial for field research or academic education.

Offering: **Host**

Grading: **OPT**

MUSC565 Academic Education in the Field

Offering: **Host**

Grading: **OPT**

MUSC566 Academic Education in the Field

Offering: **Host**

Grading: **OPT**

MUSC591 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**

Grading: **OPT**

MUSC592 Advanced Research, Graduate

Investigation of special problems leading to a thesis.

Offering: **Host**

Grading: **OPT**

NEUROSCIENCE & BEHAVIOR (NS&B)

NS&B149 Neuroethology: Sensory Basis of Animal Orientation and Navigation

This course is about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range, and move through the world in long-distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for first-year students with high school-level courses in at least two of the following: biology, chemistry, or physics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL149**

Prereq: **None**

NS&B210 Research Methods in Cognition

This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC210**

Prereq: **PSYC105**

NS&B213 Behavioral Neurobiology

This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL213, PSYC240**

Prereq: **None**

NS&B215 Research Methods: Behavioral Methods in Animal Research

This is a research methods course that provides an understanding of the different approaches to animal research, particularly those using rodent models. It provides students with an understanding of the different techniques employed by researchers and the questions they address. This course provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. Students will learn how to handle and inject rats and will also get a sense of how to design a behavioral experiment, including the use of control groups and counterbalancing. The course will follow a lecture/discussion/lab format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as operant responding, autoshaping, decision-making, locomotion testing, etc. (see readings for more examples). One class each week will take place in the lab to provide students with hands-on experience with rats and the testing apparatuses. Students will be assigned a rat for the semester that they will use to collect and analyze data during lab classes. This will be combined with regular class discussion of research articles dealing with each topic, including some of the earlier reports and more recent applications. The focus of the course will be on trying to prepare students to design and carry out behavioral/animal research in a laboratory setting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC215**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B220 Cognitive Psychology

Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC220**

Prereq: **PSYC105**

NS&B221 Human Memory

This course is designed to provide students with an in-depth overview of the different human memory systems revealed by empirical research in the fields of cognitive psychology and cognitive neuroscience. The different systems include procedural memory, working memory, perceptual memory, semantic memory, and episodic memory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC221**

Prereq: **PSYC105 OR [PSYC220 or NS&B220] OR [NS&B213 or BIOL213 or PSYC240] OR [PSYC222 or NS&B222]**

NS&B222 Sensation and Perception

This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of

perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC222**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B224 Hormones, Brain, and Behavior

Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL224**

Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [BIOL182 or MB&B182]**

NS&B225 Cognitive Neuroscience

This course provides an introduction to cognitive neuroscience--the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **PSYC225**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B227 Motivation and Reward

This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **PSYC227**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B228 Clinical Neuropsychology

This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC228**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

NS&B239 Functional Anatomy of the Human Brain

A mass of tissue the consistency of firm jello and weighing about 2.5 pounds in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will be of special interest to premed students; NS&B, biology, and psychology majors; and anyone simply interested in how the brain works.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL239, PSYC239**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B243 Neurohistology

The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL243**

Prereq: **[NS&B213 or BIOL213 or PSYC240] OR [MB&B181 or BIOL181]**

NS&B245 Cellular Neurophysiology

This course will deal with basic aspects of neuronal physiology, including the function of excitable membranes and the transfer of information between cells (e.g., synaptic physiology, neurochemistry, membrane receptors). In connection with each of these topics, consideration will be given to short- and long-term modification of neuronal function. Toward the end of the course, we will examine the neurophysiology of epileptic seizures as well as the neurophysiology of motor systems.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL245**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B247 Laboratory in Neurophysiology

The course is designed to teach techniques and offer independent research experience. Students study living nervous systems and measure the electrical signals at the heart of nervous system function. In the first part, experiments include intracellular recordings of rest and action potentials, synaptic transmission, sensory coding and integration in simple nervous systems. Students learn surgical and electrophysiological recording techniques working with invertebrate and cold-blooded vertebrate animals including crayfish, mollusks (*Aplysia*), leeches, fish, and amphibians. In the second part of the course, students will use these techniques in novel, independent research projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL247**

Prereq: **([NS&B213 or BIOL213 or PSYC240] AND [BIOL182 or MB&B182])**

NS&B249 Neuroethology

Basic and integrative processes of nervous systems are considered with attention to their roles in species-typical behaviors. After a brief initial consideration of cellular properties of individual nerve cells, synaptic interactions and neuroanatomy form the basis for studying systems of neurons and their behavioral significance during the remainder of the semester. The focus is on the neuronal basis of naturalistic behaviors in animals from mollusks and insects through fish, birds, and mammals. Topics include sensory transduction; central processing of sensory information; production and control of patterned behaviors and movements; neural basis of orienting, navigation, and homing; and sensory-motor integration.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL249**

Prereq: **([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B250 Laboratory in Cellular and Behavioral Neurobiology

The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice. Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL250, NS&B555**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B252 Cell Biology of the Neuron

Neuronal cell biology is an important and fast-moving field. The brain cannot be understood without first elucidating the properties and functions of its component neurons. This course will focus on cell biological studies of the nervous system. We will explore the structure and function of neurons, synapses, and circuits. Using both text books and primary literature, we will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include polarity,

synapse formation, synaptic transmission, intracellular transport, plasticity, and regeneration.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL252**

Prereq: [**NS&B213 or BIOL213 or PSYC240**]

NS&B254 Comparative Animal Behavior

This course explores the scientific study of animal behavior. All animals face similar challenges and we will examine the common, and sometimes unique, behavioral strategies used to meet these challenges. There are two sorts of questions one might ask about the behavior of a given individual or species. First, how is that behavior executed? Second, why is that behavior, rather than another, exhibited? What is the adaptive significance of the behavior? To fully understand the behavior of any organism, both sorts of questions must be addressed. This course will introduce students to the many ways these questions are grappled with for a wide range of organisms. As such, this course will provide an overview of mechanistic, ecological, and evolutionary explanations of behavior.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL254**

Prereq: [**BIOL182 or MB&B182**] OR [**BIOL196 or MBB196**] OR [**NS&B213 or BIOL213 or PSYC240**]

NS&B280 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **QAC201, SOC257, GOVT201, PSYC280**

Prereq: **None**

NS&B299 Waves, Brains, and Music

Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, that is, how neuronal networks produce musical perception.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL299**

Prereq: [**NS&B213 or BIOL213 or PSYC240**]

NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

Membrane proteins constitute one-third of all cellular proteins and one-half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (e.g., x-ray crystallography, EM, NMR), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B303, MB&B523**

Prereq: (**CHEM251 AND CHEM252 AND [MB&B208 or BIOL208]**)

NS&B308 Psychology of Action

This course will introduce students to the study of the coordination and control of action. Topics will include control of movement, motor planning, and the linkage between perception, action, and cognition.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC308**

Prereq: **None**

NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC316**

Prereq: **None**

NS&B317 Neuroethics

Ethics, or morality, is one of the complex features of human behavior. This course will explore "Neuroethics" from two perspectives: (1) the neuroscience of ethics (i.e., the role of the human brain in ethical or moral behavior) and (2) the ethics of neuroscience (i.e. the ethical implications of manipulating the brain). The first perspective will relate to the premise that human morality is embodied in and operates based on the principles of the functional architecture of the brain, in particular, the cerebral cortex. The course will examine the organization and neural networks, especially of the association cortices (prefrontal Cortex: ventromedial, dorsolateral and orbitofrontal cortex; the cingulate cortex; temporal association cortex; and the inferior and superior parietal lobes). The course will review studies on the development of moral values in children and their neural underpinnings, leading to studies of the functions of the adult brain in moral or ethical decision-making. Topics such as the neural basis of resolving the "Trolley Problem," neuroeconomics, altruism, poverty, forgiveness, and compassion will provide the basis for this discussion. We will evaluate from a neuroscience perspective questions such as determinism and free will, and the sense of "self"--ideas that have played a significant role in ethical theories. Based on this body of knowledge, we will look at emerging ethical issues arising from technological developments that allow for manipulating the normal and diseased brain. A variety of questions will be examined, including brain imaging and privacy; enhancement of normal brain function through chemical, electrical, and electromagnetic stimulation; implanted neural interfaces; restoring brain damage; and neuroscience and the law.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Prereq: **[NS&B225 or PSYC225] OR [NS&B213 or BIOL213 or PSYC240]**

NS&B325 Stem Cells: Basic Biology to Clinical Application

This course will cover recent advances in stem cell biology, including tissue-specific and pluripotent stem cells. Clinical applications will be covered and we will examine the ethics and politics as well as the science of this emerging field.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL325**

Prereq: **([MB&B181 or BIOL181] AND [BIOL182 or MB&B182])**

NS&B328 Chemical Senses

The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. This course covers the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. Emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL328**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B329 Neural Costs of War

This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC329**

Prereq: **None**

NS&B341 Psychology of Human Memory

This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC341**

Prereq: **None**

NS&B342 Music Perception and Cognition

This course provides an overview of the perceptual, cognitive, and neural bases of performing, composing, and listening to music. Topics include acoustics and biological processing of sound; theories and empirical research on pitch, rhythm, harmony, melody, timbre, and orchestration; similarities and differences between music and language; evolution and development of musical ability; and special populations in musical functions. Meetings each week will include laboratory demonstrations and exercises in experiment design and data analysis.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC342**

Prereq: **None**

NS&B343 Muscle and Nerve Development

This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL343, NS&B543, BIOL543**

Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196 or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])**

NS&B345 Developmental Neurobiology

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL345, NS&B545, BIOL545**

Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B347 Mammalian Cortical Circuits

While scientists are still very unsure of how the mammalian cortex enables conscious perception and thought, there has been a tremendous explosion of knowledge recently concerning the wide heterogeneity of neuronal classes and the specific kinds of connections between these classes. Detailed wiring diagrams of local cortical circuits are emerging, colored with dynamic connections that have created a wellspring of ideas motivated toward understanding the cortex with reverse-engineering strategies. This course will focus on cortical circuit studies in the neocortex. Students will come to know, for example, many different varieties of inhibitory interneurons in terms of their firing properties, synaptic plasticities, the connections they make with other neurons, and what roles they might play in governing cortical dynamics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL347**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B348 Origins of Knowledge

In this course we will discuss in depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from nonhuman species.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC348**

Prereq: **None**

NS&B351 Neurobiology of Learning and Memory

Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL351**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B353 Neurobiology of Neurological Disorders

This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL353, PSYC353**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B356 Neurodevelopmental Disorders

This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory integration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL356, PSYC356**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B360 Neuroplasticity: How Experience Changes the Brain

Neuroplasticity refers to the brain's ability to change throughout life. In this course, we will examine functional and structural plasticity of the brain. Functional plasticity refers to the brain's ability to move functions from a damaged area of the brain to other undamaged areas. Structural plasticity refers to the brain's ability to change its physical structure, as a result of learning

or to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections. We will examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, how exercise and diet influence adult neurogenesis and cognition, and how neural activity regulates structural plasticity and gene programs. This is a writing-intensive course. Students will analyze the readings through discussions and writing assignments including blogs, short reviews, and commentaries. Students will have opportunities for extensive feedback on their writing and revisions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **BIOL360**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

NS&B383 Advanced Research in Learning and Memory

This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Students will become familiar with both classic and contemporary studies in memory and undertake a semester-long experimental research project that seeks to answer a current question in the field of memory research either individually or as a group. Students will get to work on all aspects of the research project, including reviews of the background literature; generation of research ideas; the design, conduct, and analysis of a study; and a write-up of research findings in a journal-article format.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC383**

Prereq: **None**

NS&B390 Experimental Investigations into Reading

Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC390**

Prereq: **None**

NS&B392 Behavioral Methods in Affective Neuroscience

This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC392**

Prereq: **None**

NS&B398 Advanced Research in Auditory Cognitive Neuroscience

This course provides in-depth training on the methods of auditory cognitive neuroscience. We will review contemporary studies in auditory cognitive neuroscience, specifically in speech, language, and music. Students will design and implement a group project, learn to analyze the data, and write up the results in an end-of-term paper.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC398**

Prereq: **None**

NS&B399 Lab in Gambling, Drugs, and Junk Food

This intensive laboratory course provides in-depth training on the experimental methods of behavioral neuroscience of motivation and reward and provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. The capstone of the course is to give students the opportunity to carry out an independent group ANIMAL RESEARCH PROJECT in the lab, which may require a heavier time commitment for the duration of the experiment (including some research over the weekends). Students will LEARN HOW TO HANDLE RATS in a behavioral neuroscience research setting and how to measure reward and motivation using diverse apparatuses such as operant (Skinner) boxes or conditioned place preference chambers; students will also develop their writing and presentation skills. In addition, we will review contemporary studies with a particular focus on gambling, diet-induced obesity, and drug addiction. Some of the models examined in more detail will focus on the role of reward uncertainty and decision-making in gambling, the individual differences in the attraction to reward cues in subjects prone to obesity vs. those who are resistant (with a particular emphasis on prenatal and developmental exposure to high-fat diets), and, finally, the individual differences in the resistance to adverse consequences in models of intense desire and addiction.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC399**

Prereq: **None**

NS&B400 Professional Development

The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES400, PHYS400, PSYC400**

Prereq: **None**

NS&B401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

NS&B408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

NS&B409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

NS&B421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

NS&B422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

NS&B423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

NS&B491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

NS&B492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

NS&B501 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

NS&B509 Neuroscience Journal Club I

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL509**

Prereq: **None**

NS&B510 Neurosciences Journal Club II

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL510**

Prereq: **None**

NS&B543 Muscle and Nerve Development

This course will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The primary focus will be on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL343, BIOL543, NS&B343**

Prereq: **BIOL218 OR ([BIOL182 or MB&B182] AND [BIOL212 or MB&B212]) OR ([BIOL182 or MB&B182] AND [NS&B213 or BIOL213 or PSYC240]) OR ([BIOL196**

or MBB196] AND [BIOL212 or MB&B212]) OR ([BIOL196 or MBB196] AND [NS&B213 or BIOL213 or PSYC240])

NS&B545 Developmental Neurobiology

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL345, NS&B345, BIOL545**

Prereq: **(NS&B213 AND MB&B181 AND BIOL182) OR (NS&B213 AND MB&B181 AND BIOL196) OR (NS&B213 AND MBB195 AND BIOL182) OR (NS&B213 AND MBB195 AND BIOL196)**

NS&B549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

NS&B555 Laboratory in Cellular and Behavioral Neurobiology

The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice. Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. In addition, students will write a term paper related to one of the experimental approaches.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL250, NS&B250**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PHILOSOPHY (PHIL)

PHIL111 Introduction to Critical Philosophy of Race

This first-year seminar (FYS) course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline but also to more traditional and established modes

of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, as well as the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM111**

Prereq: **None**

PHIL112 Virtue and Vice in History, Literature, and Philosophy

Beginning with Aristotle and Confucius and reading our way through significant texts of Christianity, humanism, postmodernism, and contemporary cultural productions, we will explore the ethics, power, and politics intersecting in the idea of virtue.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, CHUM228, HIST140**

Prereq: **None**

PHIL115 What Do Animals Think?

Do animals think? Can they reason? Do they form intentions or have beliefs? Might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examine philosophical, scientific, psychological, and popular writing about minds. We will watch films about animals doing amazing things; examine evidence for mindedness and reasoning in social species; and explore the ethical implications of this research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL118 Reproduction in the 21st Century

This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL118, FGSS118, SISP118**

Prereq: **None**

PHIL154 What Is Rationality?

What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures--or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today. From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as "the art of thinking," to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the

relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST283, SISP283**

Prereq: **None**

PHIL160 Philosophy and the Movies: The Past on Film

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has the contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM360, HIST129**

Prereq: **None**

PHIL201 Philosophical Classics I: Ancient Western Philosophy

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **COL359, CCIV217**

Prereq: **None**

PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant

Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' *MEDITATIONS*, Locke's *ESSAY CONCERNING HUMAN UNDERSTANDING*, Berkeley's *TREATISE ON HUMAN KNOWLEDGE*, Hume's *ENQUIRY CONCERNING HUMAN UNDERSTANDING*, and Kant's *CRITIQUE OF PURE REASON*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **COL360**

Prereq: **None**

PHIL205 Classical Chinese Philosophy

Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **CEAS261, RELI228**

Prereq: **None**

PHIL207 Live Like a Philosopher

Philosophy in the ancient world was viewed not simply as a discipline or body of doctrine but as a way of life. In this project-based learning course, we will study and put into practice the theoretical views of four schools of ancient philosophy in the Greek and Roman world: Platonist, Aristotelian, Epicurean, and Stoic. After some preliminary work introducing ourselves to each of these schools, the majority of this course will be divided into four units. In each unit, students will "live like a philosopher" by incorporating the thought of each school into their daily lives. The aims of this course are to test the viability of these philosophical theories, consider how they may be put into practice, and explore how they may illuminate for us what it means to lead a well-lived life.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL211 Critical Philosophy of Race

This course will examine contemporary figures in the emerging field of critical philosophy of race. We will attempt to examine what contributions (if any) the critical philosophy of race has provided not only to philosophy as a discipline, but also to more traditional and established modes of thinking race and racism. We will do so by exploring issues such as the differences between critical philosophy of race and critical race theory, as well as the historical role of race and racism in philosophical thinking, and by attending to the major debates currently held in this emerging tradition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM211**

Prereq: **None**

PHIL212 Introduction to Ethics

This course will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness. Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet, like the ancients, they disagree over whether morality's basic insights derive from experience. The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively

human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence? Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **ENVS212**

Prereq: **None**

PHIL213 Freedom and Free Will

This course is an introduction to problems about free will and freedom as they connect with topics in metaphysics. We will begin with debates about determinism and freedom. We will inquire into questions about whether there is free will, or whether determinism is compatible with free will. Is there a core self as the locus of free will? What notion of agent-causation is necessary for free will? The answers we give to these metaphysical questions will have ramifications for what account we can give of our responsibility and agency. We will explore further the impact of metaphysical freedom on our actions: What account of human psychology is necessary for free action? Is free action necessarily the most rational action? What is the significance of free will for our actions? Is it something we necessarily want? Why is it worth having? What role does bad "moral luck" play in mitigating our responsibility? How do uncontrollable addictions and compulsions factor into the free-will debate? If love and personal attachments are necessarily binding and unbreakable, are they compatible with being free?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL214 Reasoning About Justice

This course introduces students to the disciplined study of philosophy through reflection on justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and its authority cannot be understood or established in isolation. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The contemporary readings include discussions of distributive justice (concerning access to resources and opportunities); the interplay between gender, race, and conceptions of justice; and whether justice and injustice can be assessed comparatively without reference to a comprehensive, ideal social order.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL215 Humans, Animals, and Nature

A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help students to think critically, to read carefully, to argue well, and to defend their own reasoned views about the moral relations between humans, animals, and nature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **ENVS215**

Prereq: **None**

PHIL216 Women, Animals, and Nature

This course will focus on the gendered aspects of human relations with the rest of the natural world. We will explore ecofeminist analyses and challenge popular views about women's special relation to nature. This course will also provide the analytical tools necessary to understand and analyze the roles that actual women (modified by race, class, and sexuality) play in reconceptualizing and reshaping relationships to other animals and the more-than-human world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **FGSS214, ENVS214**

Prereq: **None**

PHIL217 Bioethics and Social Justice

Health has replaced salvation," wrote the 19th-century philosopher of medicine José Miguel Guardia. This course will examine the increasing importance that health, medicine, biotechnology, and health care systems have taken in contemporary societies. Dramatic changes in medicine allow us to prolong life and treat disease in previously unimaginable ways, even as these same changes open the door to new forms of exploitation, violence, racism, and oppression in the name of medicine itself. Our goal will be to grasp the ethical and philosophical significance of these contradictions. We will begin by examining some of the most prominent medical abuses of the 20th-century, including the Tuskegee syphilis trials and the lingering effects of eugenics and Social Darwinism. Then we will consider the mainstream response in U.S. ethics to these abuses--the creation and institutionalization of the discipline of bioethics--and the critics of this response. From there, we will reflect on the limits of the bioethics approach in light of the current global crises of health, life, and medicine. Readings will include selections from philosophical bioethics (including continental approaches, such as Canguilhem, Foucault, and Fanon), the history of medicine, the social sciences, and current journalism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP217**

Prereq: **None**

PHIL218 Personal Identity and Choice

This course explores philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose oneself? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL219 Evil, Responsibility, and Forgiveness

The problem of evil has long occupied an important position in the history of philosophy. In light, however, of the horrific events of the 20th-century, philosophers and other writers of the past hundred years have begun to ask whether it is time to rethink our own understanding of evil. Is it possible to understand genocide, colonialism, and systematic racism through existing conceptions of evil, responsibility, and forgiveness, conceptions drawn largely from religion and the law? What happens to our understanding of evil when, as Hannah Arendt famously suggested with her notion of the "banality of evil," mass murder is detached from wicked intentions and is made routine, mundane, even cliché? What happens to our understanding of responsibility when, on the one hand, a whole society, not just an individual, is implicated in a crime--and when, on the other hand, responsibility cannot be confined to geographical or national borders? What happens to our understanding of forgiveness when the very possibility or desirability of such an act becomes eminently questionable? In this course, we will draw from continental philosophy, critical philosophy of race, literature, and film. Readings may include selections from Emmanuel Levinas, Hannah Arendt, Frantz Fanon, Aimé Césaire, Primo Levi, Jacques Derrida, and Susan Neiman.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL221 Philosophy as a Way of Life

For many philosophers, East and West, philosophy has been more than an effort to answer fundamental questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of life. How does philosophical reasoning interact with lived practice? How do metaphysical views lead to ethical commitments? Despite their differences, Confucians, Christians, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world?

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL224 A History of Civil Disobedience

This course will explore some classic readings on civil disobedience and nonviolent political resistance in literature, history, and philosophy. We will examine connections between some key moments in the history of intellectual thought in fifth-/fourth-century BCE Athens and the 19th/20th century. The lives of Socrates, Gandhi, and Martin Luther King Jr. will be the focus of our study, though we will also read works of Greek tragedy (Sophocles), comedy (Aristophanes), and history (Thucydides), and various different political tracts on civil disobedience from the modern period, including writings by Percy Shelley, Henry David Thoreau, Leo Tolstoy, Elizabeth Cady Stanton, Doris Stevens, Rabindranath Tagore, George Orwell, and John Rawls. The course will conclude by examining the use and relevance of nonviolent political action in the 21st century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL109**

Prereq: **None**

PHIL231 Reason and Paradox

This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHIL**

Prereq: **None**

PHIL232 Beginning Philosophy

This introduction to philosophy for first-year students includes close study and discussion of some major classical texts, as well as some contemporary works.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL250 History of Political Philosophy

This course is a critical historical introduction to some of the central questions in political philosophy. We will begin by examining various arguments for and against the legitimacy of the state. We will then proceed to examine classic responses to the anarchist challenge. We will read a variety of positions including the liberal positions of Rousseau, Locke, Jefferson, and Mill; the communist position as expressed by Marx and Engels; and contemporary philosophical responses by Nozick, Rawls, and Sandel. Central to all of the views we will study are the concepts of equality, liberty, and justice. We will see that how these concepts are interpreted varies considerably among political philosophers. Although the bulk of the course will be devoted to analyzing classical and contemporary philosophical positions, we will spend time discussing how such positions inform contemporary controversies and current public policy debates.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL251 Classical Chinese Philosophy: Chinese Lab

This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Classical Chinese Philosophy (PHIL205) course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205. Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Identical With: **CHIN351**

Prereq: **None**

PHIL256 Existentialism

This course is an introduction to 20th-century French existentialism.

"Existentialism" is both a philosophical tradition and a term that is central to the intellectual history of Western thought. The term was explicitly adopted as a self-description by Jean-Paul Sartre and was widely disseminated both by his own literary and philosophical contributions and those of his associates--notably Simone de Beauvoir, Maurice Merleau-Ponty, and Albert Camus. Existentialism became identified with a cultural movement that flourished in Europe in the 1940s and '50s. It also resonated widely with anti-colonial thinkers across the globe. Thus, through the work of Frantz Fanon, Richard Wright, and Sartre's own intellectual engagement with colonialism and oppression, we will also explore the ways in which existentialism gradually became an intellectual and political tool for contestation against racism and European imperialism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **COL253**

Prereq: **None**

PHIL258 Post-Kantian European Philosophy

In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of modern science, its significance for understanding the world as distinctly modern, and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the place of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Marcuse, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation and assessment of texts and reasoning. This course meets the Social, Cultural, and Critical Theory Certificate's requirement in philosophical origins of theory.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **SISP281**

Prereq: **None**

PHIL259 Neo-Confucian Chinese Philosophy

This course will present critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in Chinese thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **CEAS256, RELI206**

Prereq: **None**

PHIL265 Postanalytic Philosophy: Science and Metaphysics

The analytic movement in early 20th-century philosophy distinguished the domain of philosophy from that of empirical science. The sciences were empirical disciplines seeking facts, whereas philosophy primarily involved the analysis of linguistic meaning, often using the resources provided by formal logic.

Criticisms of this conception of philosophy and its relation to the sciences have shaped much of the subsequent development of anglophone philosophy. This course will examine closely some of the most influential later criticisms of the early analytic movement and the resulting reconceptions of philosophy as a discipline. The central themes of the course cut across the fields of epistemology, metaphysics, and the philosophy of language and mind. Special attention will be given to philosophy's relation to the empirical sciences, since this has been a prominent issue raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, Kripke, Brandom, and Haugeland.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL267 History and Limits of Aesthetic Theory

This class will engage significant contributions to Aesthetic Theory in the West from antiquity to the modern period along three dimensions: theoretical, critical, and historical. From a theoretical standpoint, we will address perennial questions in aesthetics, such as what makes something a work of art in the first place, what it means for art to be "beautiful" or otherwise "successful," how differences in media condition and contribute to artistic meaning, what genera are and how they evolve, whether and how art can be ethically or politically significant, why we care about fiction, why and how we "enjoy" tragic plays or horror films, and how artistic tradition can (and should) inform individual works. From a critical standpoint, we will consider how works of art contemporaneous with each theoretical account either reinforce or challenge its specific proposals. And from a historical standpoint, we will seek to understand how aesthetic theories both respond to the specificities of their own epoch and situate themselves relative to the artistic and aesthetic traditions of their predecessors. Readings will include texts by Aristotle, Hume, Kant, Lessing, and Hegel.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **COL266**

Prereq: **None**

PHIL268 The Ethics of Captivity

There are a variety of forms of captivity and a wide array of individuals who are kept in captivity. In this course, we will explore the conditions of captivity (including prisons, zoos, laboratories, and sanctuaries) and explore the variety of ethical and political issues that captivity raises for humans and other animals.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL270 Environmental Philosophy

How should we understand our relation to the more-than-human world? What does it mean to act responsibly within our ecological situation? This course will cover conceptual questions about nature, ecology, and value, and practical questions about how to respond to climate change, habitat loss, resource depletion, and other ecological problems. In particular, we will challenge the temptation to idealize "pure" nature as distinct from the site of human practices. As a result, we must consider the complex interrelationships between ecological concerns and concerns about social justice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **ENV5270**

Prereq: **None**

PHIL271 Moral Responsibility: Doubt, Debate, and Dialogue

This intermediate philosophy course will investigate conflicting ideas about moral responsibility and develop skills in understanding and critiquing the arguments associated with each view. Key themes include: (1.) For what can we hold people responsible? For their intentions? For consequences? For their character? For other implications of their action? (2.) How much do concepts of moral responsibility reflect particular (and questionable) cultural ideals? (3.) Can we hold someone morally responsible even when there is a good causal explanation for their conduct? (4.) What is our aim and purpose in holding ourselves and others responsible, and how else might such purposes be achieved?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **[PHIL212 or ENV212] OR [PHIL215 or ENV215] OR PHIL217 OR PHIL218**

PHIL272 Human Rights Across Cultures

Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations such as Amnesty International.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS262**

Prereq: **None**

PHIL276 Virtue Ethics: Traditional, Comparative, and Contemporary Approaches

This course provides an overview and evaluation of various virtue-based approaches to ethics in the Western and Eastern traditions. In the first part of the course, we will get a basic sense for the structure and distinctive features of ancient virtue-based ethical theories. In the second part of the course, we will follow the trajectory of these approaches through to their revival in the late 20th century in the contemporary virtue ethics movement.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **COL275**

Prereq: **None**

PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)

This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **FGSS277**

Prereq: **None**

PHIL278 Political Philosophy

This course examines whether the principles that guide our political views on crime, punishment, and justice are to be found in nature or a rational source (right and law). We will examine these two main themes, beginning with authors who explain political life by referring to nature, naturalized norms, and power: Machiavelli, Hobbes, and Rousseau. We begin with the pessimistic moral psychology lying at the basis of Machiavelli's and Hobbes's political writings on power and sovereignty. We examine Rousseau's account of natural inequalities in a state of nature and his account of how the moral psychology of the prepolitical condition (state of nature) gets developed in the political sphere through civic education. Other themes will include the power of individuals to cultivate themselves autonomously and free from constraints, radical autonomy, and expressive unity with nature. We examine problems with placing natural norms at the basis of political theories. Alternatively, in an attempt to rectify these problems, we will look at philosophers who relate the basic political concepts and principles to issues of right and law. Topics will include theories of property, crime, and punishment in Kant, Hegel, and Marx. We will discuss the conditions under which rebellion, resistance, and civil disobedience are justified; whether Hegel's organicist model of the state is detrimental to the freedom of individuals; the contrast between acquired rights vs. intrinsic rights; and, finally, whether the transition away from nature toward right and law indicates a conservative bias detrimental to individualistic self-realization and self-expression.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL279 Freedom and Moral Agency

How can we be free? Is freedom merely the absence of constraint, or does it require its own rules and principles? How does individual freedom connect to our ideas of political self-determination and history? This course examines Kant's ethical theory and places it within the broader context of his views on politics, religion, and the philosophy of history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion

Throughout the medieval period in Europe, philosophy and theology were thought to be compatible, if not completely coextensive. With the dawning of modernity, however, a distinction of mutual suspicion began to emerge between the secular and sacred disciplines. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another, revealing either consonance or dissonance between the two. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, and Romantics. Themes to be explored include proofs of God's existence--along with refutations of those proofs and rebuttals to those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, and the relationships between monotheism, race, ecology, and gender.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**
 Identical With: **RELI292**
 Prereq: **None**

PHIL283 Animal Law and Policy

This course will provide an interdisciplinary and in-depth survey of the growing and dynamic field of animal law. We will address the historical status of animals in the law, how our society views animals, the capacities of animals, how ethics relates to animal treatment, how animals are currently utilized in society, the current application of animal protection laws (including their limitations and efforts to strengthen them), as well emerging efforts to re-classify some animals within our legal system. We will consider how legal systems, specific cases, legislation, and cultural values have affected and continue to affect the evolution of this field. Because this is a field where new developments occur regularly, we will incorporate developments and new legal issues as they arise.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL284 African American Philosophy

This course will examine the philosophical questions that have been of particular interest to African American philosophers. We will explore the domains of knowledge in which African American philosophers and thinkers have felt compelled to intervene. We will approach these questions by engaging with canonical historical figures such as DuBois, Douglass, and Cooper, and then we will assess the extent to which contemporary African American philosophers have remained (and continue to be) concerned with the same questions, albeit with different discursive methodologies. The purpose of this course is to trace the philosophical articulation of race, racism, identity, politics of freedom, and subject formation in the history of African American philosophical thought.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM284**

Prereq: **None**

PHIL286 Philosophy of Mind

This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP286**

Prereq: **None**

PHIL287 Philosophy of Science

This course is a fast-moving introduction to some central topics in the philosophy of science, aimed at students with some college-level study of at least one natural science. Topics include the norms of scientific understanding or explanation; the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in the science; the significance of instrumentation, experiment, and artifice in science; the

places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **SISP202**

Prereq: **None**

PHIL288 Sciences as Social and Cultural Practices

Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP205, ENVS205**

Prereq: **None**

PHIL290 Philosophical Logic

This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHIL**

Prereq: **PHIL231 OR PHIL230**

PHIL292 Theory of Knowledge

This course will examine a subset of the following topics: the analysis of the nature of knowledge, skepticism, responses to skepticism, knowledge and truth, knowledge and virtue.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **[PHIL202 or COL360] OR [PHIL201 or COL359 or CCIV217] OR PHIL231**

PHIL293 Metaphysics

An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include time, universals, causation, freedom of will, modality, realism, and idealism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL294 Heidegger and the Being Question

Martin Heidegger argued in *BEING AND TIME* that philosophy has only one question at its heart, the question of the sense of being, even though that question has been trivialized or obscured by the philosophical tradition. This course will explore this question; its relation to more traditional topics in metaphysics, epistemology; and the philosophy of mind, language, and science; and its implications for how philosophy should be done, to what ends. Our primary readings will be *BEING AND TIME* and various secondary literature, but the aim will be to formulate, pose, and address the question of what it means to be, rather than to interpret or assess Heidegger's own views about this question.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL303 Plato's REPUBLIC

The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's Republic. No other work in the Western tradition can lay claim to setting the tone so influentially for the development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today--on matters of ethics, politics, moral psychology, epistemology, metaphysics, and aesthetics--receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of *The Republic* alongside various perspectives that have been taken on this magisterial work in contemporary philosophy, journalism, and literature. We will focus on *The Republic* primarily as a work of moral psychology by investigating the topical question of the dialogue: Why is it better to live justly rather than unjustly? For Plato, a just life is one governed by the pursuit of wisdom or learning, and this he believes will also be a psychologically healthy one. By contrast, a life governed by the indiscriminate pursuit of power--the life of a tyrant--is psychologically corrupted. These are bold claims. What is Plato's argument for them? In raising this question, we will consider the political project Plato embarks upon in the Republic in constructing a just society, as well as connected issues he raises in the dialogue concerning the nature of human motivation, the distinction between belief and knowledge, the distinction between appearance and reality, the importance of a proper education to the human good, and the role of art and beauty in furthering the common good. Alongside Plato, we will read various works of secondary literature, journalistic pieces, and works of fiction this semester, all inspired by *The Republic*.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CCIV257, COL341**

Prereq: **None**

PHIL305 Plato's Moral Psychology

The *PHAEDRUS*, usually considered among the last of Plato's dialogues, is one of the philosophical and literary masterpieces in his corpus. It is also a veritable digest of Platonic theory, covering topics in moral psychology, metaphysics, epistemology, and aesthetics. Virtually every major doctrine commonly attributed to Plato can be found in the dialogue, including his theory of forms, his doctrine of recollection, his views on the immortality of the soul, and his tripartite account of human psychology. The structure of the *PHAEDRUS* famously falls into two parts: the first containing three speeches on love, or eros; the second containing a discussion between Socrates and Phaedrus on the difference between good and bad discourse. Since antiquity, readers of this dialogue have puzzled over the connection between these two parts of the work and their respective themes. What is the relationship exactly between love and discourse? We will explore this question in this seminar through a close

investigation of Plato's moral psychology in the *PHAEDRUS*, focusing on his views on the role of human motivation in argument and the connection between this topic and other topics in the dialogue. In the process, we will consider the place of the *PHAEDRUS* both in the context of Plato's views on rhetoric elsewhere (in works such as the *GORGIAS*) and in the context of various historical debates that were occurring in 4th- and 5th-century Greece regarding the art of argument.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **COL330**

Prereq: **None**

PHIL309 Seminar in 19th-Century Philosophy

The late 18th to early 19th century was one of the most exciting, revolutionary, and difficult periods in the history of philosophy. Among the prominent philosophers working in the period, Hume, Kant, Goethe, the post-Kantian German idealists, and Hegel have traditionally been grouped together under the label "idealists" in virtue of their rejection of objective, mind-independent sources of ideas, and emphasis on phenomenal experience as a source of knowledge. Rather than gain a superficial overview of the developments in this historical period, we will try to delve deeply into the philosophical conceptions of nature, naturalism, and natural philosophy that originated out of philosophical reflections on the empirical sciences and scientific method of the day. Topics will include Hume's skeptical doubts about causation and induction as providing a catalyst for Kant's thesis of subjective idealism in the *PROLEGOMENA*; Kant on the purposiveness of organic nature; late 18th- to early 19th-century empirical theories of life and nature, beginning with Enlightenment theories of matter, life, and generation in the age of Goethe (1749--1832); and application of Goethe's empirical and scientific method in his botanical writings and theory of metamorphosis of plants. Goethe's natural philosophy will provide the key background to examining how German idealists' romantic conception of life and nature peacefully coexist with materialist proposals. Our investigation of 19th-century natural philosophy will conclude with an examination of the concept of life and nature in Hegel's natural philosophy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **[PHIL202 or COL360] OR [PHIL252 or COL252]**

PHIL310 Concepts of Matter: A Brief Philosophical History of the Concept of Matter

In this course, we will explore changing notions of matter in Western thought from classical Greek thought through the quantum revolution in physics, and philosophical debates about their implications. We will begin with views of matter in Plato, Aristotle, and the ancient atomists and how they were interrelated with views of human beings: the devaluation of matter and the body in Platonist and Gnostic thought, the perhaps surprisingly positive attitude taken toward death without a hope of continued existence by the materialist Lucretius, and the appropriation of Aristotle's hylomorphic philosophy into Christian theology and scholastic science in the late middle ages. We will then look at the emergence of a conception of "material substance" in the 17th century, examining the differences between the mathematical formulations of Galileo and Descartes and those of atomists such as Gassendi. The remainder of the section will focus on the rise of materialism and reactions against it: Descartes and Hobbes on the question of whether human beings are merely machines, the Newton-Leibniz debate about the activity of God in nature, Laplace's demon and the deterministic interpretation of classical mechanics, and the 19th-century reactions of romanticism and spiritualism. Finally, we will examine the radical and counterintuitive changes in the notion of matter occasioned by quantum mechanics, as well as interpretations that put consciousness and subjectivity back into the collapse of the wave function. We will consider

whether contemporary physics really has the kind of notion of "material substance" needed for a traditional form of materialism before concluding with readings from philosophers and physicists in the recent revivals of dualism and panpsychism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **CHUM313**

Prereq: **None**

PHIL311 Spinoza's ETHICS

This course is devoted to close reading of one of the philosophical masterpieces of the Western tradition. The ETHICS is of genuine contemporary interest, with its metaphysics that combine materialism with theism, its philosophical psychology that anticipates Freud, and its attempt to reconcile human freedom with a belief in scientific explanation. This is a difficult, vast, profound work that requires and will repay close study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **COL311**

Prereq: **None**

PHIL313 Kantian Epistemology

This seminar provides an intensive look at Immanuel Kant's first Critique, one of the most groundbreaking works in all of modern philosophy. We will alternate between close readings of Kant's arguments in the CRITIQUE OF PURE REASON and broader comparative discussion of contemporary philosophical debates that have been shaped by Kant's theory of knowledge. Themes will include the difference between human and animal perception, conceptual and nonconceptual content, the nature of human discursivity, and the relation between everyday cognition and scientific knowledge.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL321 American Pragmatist Philosophy: Purposes, Meanings, and Truths

This course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **AMST327**

Prereq: **None**

PHIL337 Comparative Philosophy

This seminar will explore the substantive and methodological issues that arise when one takes seriously the idea that philosophy has been, and continues to be, practiced within multiple traditions of inquiry, in many different ways, and in many different languages. We will examine and critique some of the ways in which "comparison" has been used, as well as examine arguments that comparison across traditions is, in fact, impossible. Although most of our attention will be focused on written academic research, we will also attend to the challenges and benefits of interacting directly with philosophers in other countries and cultures.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM368, CEAS258**

Prereq: **None**

PHIL338 Comparative Political Philosophy

Undertaking "comparative philosophy" means to do philosophy by drawing on multiple philosophical traditions. In this course, we will study key topics in political philosophy, such as the justification of political authority, the legitimacy of public critique of social rituals, and the scope of liberty and rights—from both modern Western and contemporary East Asian perspectives. We will examine potential obstacles to comparative theorizing, as well as benefits that can arise both for currently dominant traditions (e.g., Western liberalism) and for alternatives to liberalism such as Chinese and Korean Confucianism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS338**

Prereq: **None**

PHIL347 Ethics, Ecology, and Moral Change

In responding to global climate crises, moral philosophers, policymakers, and activists may find ourselves relying on concepts that are poorly suited to the problems we now face. In thinking about water-related challenges, this course asks participants not only to conceive of our situation in familiar moral terms—managing disputes about water rights or water pollution control, for example—but also to see how our understanding of water, and our relation to it, transforms how we conceive of morality. The shared moral reference points to which contemporary public discourse can most readily appeal include rights, reciprocal agreements, and alleviation of suffering. The first two principle-based concepts have been of some use in addressing clear cases of conflict among actual human beings' claims. Yet such conflicts represent only a fraction of the challenges related to environmental interdependence. Meanwhile, public alarm over suffering can draw attention to other symptoms of environmental crisis—namely, to the desperation of sentient beings in circumstances of scarcity, toxicity, inundation, or niche loss. Yet such concern over suffering also remains insufficient to orient us to our responsibility with respect to Earth's interdependent patterns of life. This seminar will explore several marginalized and emerging ways of conceptualizing problems of value and agency, inquiring into how they help us recognize and rise to the challenges of environmental interdependence and volatility. We will attend especially to the challenge of making sense of an ethics animated by water metaphors such as fluency, dynamics, and circulation, rather than by the more solid conceptual touchstones of principles, on one hand, and results or outcomes, on the other.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **ENVS347**

Prereq: **None**

PHIL354 Hope and Hopelessness in an Age of Mass Incarceration

The United States incarcerates more people than any other country in the world. Over 2 million people are caught in the criminal justice system today. A disproportionate number of those incarcerated are people of color, particularly black, Latino/a, and indigenous men. Women, too, are a growing part of the prison population, as are queer, transgender, and gender-nonconforming people. Young people, particularly impoverished black youth, are funneled into correctional supervision through the school-to-prison pipeline. For many people in the country today, avoiding prison seems hopeless. This interdisciplinary course, grounded on philosophical reflections on hope, liberty, respect, and exclusion, will critically explore the moral, psychological, ethical, social, and political issues raised by mass incarceration in the United States. We will be particularly interested in whether and under what conditions hope is possible for those marginalized under the carceral system.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM354**

Prereq: **None**

PHIL355 Necropolitics and Black "Fugitive" Politics

In his important essay interrogating the (im)possibility of black sociality, Fred Moten attempts to find an order of black social life which would unfold in the very confrontation between black (social) death and the law. However, as he argues, this form of black life would be "reducible neither to simple interdiction nor bare transgression." The form of black life that interests Moten is essentially one of "fugitivity." In a recent response to Moten's text, David Marriott worries that "by writing blackness as ceaseless futgitivity," Moten advances "a position in which blackness is only black when it exceeds its racial disavowal" and therefore blackness "can only be recognized as black in so far as it escapes the racism of its history." In this course, we will trace and follow the implications of Moten's intervention. More specifically, we will explore what forms and figures of sovereignty an aesthetics and politics of fugitive subjectivity could yield given that "black life" remains arguably the most precarious form of living under various contemporary "necropolitical" apparatuses of sanctioned racial exclusion, control, persecution and--in worse cases--genocide. Key figures will include Frantz Fanon, Achille Mbembe, Jacques Derrida, Michel Foucault, Jared Sexton, David Marriott, Fred Moten, Christina Sharpe, Saidiya Hartman, Alexander G. Weheliye, Elizabeth Povinelli, and Gayatri Spivak.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM323**

Prereq: **None**

PHIL357 Animal Minds

Can animals reason? Do they form intentions, do they have beliefs, might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examining philosophical, scientific, psychological, and popular writing about minds. We will examine evidence for mindedness and reasoning in social species. We will also explore the ethical implications of this research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL360 Continental Philosophy's Others

This seminar will attend to some of the ways in which philosophers of race, Subaltern thinkers, and "postcolonial" philosophers have engaged with the European philosophical archive (more specifically in this case, deconstruction and contemporary French theory). The aim of this course is to focus on some aspects of the debates that emerged from the confrontation between voices intervening from the "margins" of mainstream continental thought and discourses traditionally perceived to be at the center of knowledge production and/or epistemological practices. We will attempt to assess when, where, and how these "philosophies from the borderlands" have had important bearings on contemporary debates in political philosophy and social theory. We will assess both individuals and collective forms of criticism, not only on geographic frontiers but also on liminal and alternative spaces within the same geographic and institutional location, such as the American academy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL362 Origins of the Human Mind

Since classical antiquity, philosophers have often characterized human beings by way of contrasts between ourselves and nonhuman animals, particularly in terms of mental abilities humans possess and nonhuman animals (putatively) lack, such as reasoning and language. Only recently, however, have the sciences--particularly evolutionary biology, cognitive psychology, anthropology, and cognitive ethology--begun to offer the tools needed to characterize differences in the cognitive toolkits of different species and to attempt to piece together hypotheses about how human minds differ so greatly from those of our nearest relatives, the great apes, in spite of our genetic similarity and the comparatively brief period since the time of our last common ancestors. In this course, we will read several recent works by philosophers and scientists presenting theories of the evolution of distinctively human cognition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences

Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP366**

Prereq: **None**

PHIL375 Paternalism: Its Problems and Promise

Although many ethical and political traditions—including Confucianism—embrace the idea that benevolent concern can render legitimate at least some efforts to shape the character or behavior of others, perhaps even when the "shaping" is done by the state, liberalism has long rejected such "paternalism." In this seminar, we will examine arguments for and against various forms of paternalism, including issues such as state regulations, "libertarian paternalism," efforts to insist on civility in public discourse, and moral education. Most of the readings will be drawn from current Western philosophy, but lying in the background are Confucian interests in potentially paternalistic values such as filial piety, deference, and ritual propriety, as well as arguments from Confucians (and others) against the idea that we are, most fundamentally, atomistic individuals with complete sovereignty over our choices. Students with interests in such issues will be able to explore them in their research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

PHIL381 Topics in Philosophy of Mind

This course will explore recent discussions in philosophy of mind. Topics will change from year to year.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL383 Mind, Body, and World

Social-pragmatist conceptions of language and mind have sought to accommodate the normativity of meaning and justification within a broadly scientific, naturalistic understanding of ourselves and the world by treating mental life as grounded in public practices and norms of communication in partially shared causal circumstances. Such accounts have sometimes been criticized for neglecting the experiential, affective, and first-personal aspects of mind and, at other times, for disconnecting linguistic communication from accountability to the world. This advanced seminar critically assesses some influential recent efforts to account for objective accountability, perceptual experience, first-person perspectives, and affectivity as constructive components of broadly social-pragmatist approaches to mindedness. With a brief introduction to Quine's and Davidson's criticisms of semantic empiricism as background, we will examine John McDowell's attempt to develop a post-Davidsonian empiricism, Hubert Dreyfus's phenomenological dualism of bodily coping and linguistic articulation, Alva Noe's treatment of perception as bodily activity, John Haugeland on embodied "existential commitment," and Rebecca Kukla and Mark Lance on the pragmatic normativity of the space of reasons.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

PHIL385 Understanding Life and Mind

This advanced seminar explores the philosophical significance of recent developments in evolutionary, developmental, and genomic biology for philosophical and scientific conceptions of mind and language. After initial treatment of preparatory topics such as naturalism and reductionism, the course takes up four primary themes: organism/environment entanglement; relations between genetics, epigenetics, and genomics; developmentalist challenges to orthodox neo-Darwinist conceptions of evolution; and evolutionary approaches

to understanding mind and language, especially those that emphasize niche construction and the co-evolution of language and homo sapiens.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **SISP385**

Prereq: **None**

PHIL388 Topics in Philosophy of Language

Advanced topics in philosophy of language.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **PHIL293 OR [PHIL202 or COL360]**

PHIL390 Topics in Metaphysics

This course explores recent discussions in metaphysics. Topics change from year to year. The topic of Spring 2018 is the metaphysics and philosophy of logic of the classical American pragmatists: Peirce, James, Royce, and Lewis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **(PHIL231 AND [PHIL201 or COL359 or CCIV217]) OR (PHIL231 AND [PHIL202 or COL360]) OR (PHIL231 AND PHIL292)**

PHIL401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHIL402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHIL403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

PHIL404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHIL407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PHIL408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PHIL409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHIL410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT****PHIL411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****PHIL412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**Grading: **OPT****PHIL419 Student Forum**

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**Grading: **Cr/U****PHIL420 Student Forum**

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**Grading: **Cr/U****PHIL465 Education in the Field, Undergraduate**

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**Grading: **OPT****PHIL470 Independent Study, Undergraduate**

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **None**Prereq: **None****PHIL491 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT****PHIL492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**Grading: **OPT**

PHYSICAL EDUCATION (PHED)

PHED101 Tennis, Beginning

This course is designed for those who have had no formal instruction in tennis. Basic grips and stroke technique will be taught for the forehand, backhand, serve, and volley. Also covered will be equipment selection, court etiquette, and proper scoring of games, sets, and matches. The introduction of basic doubles formation will also be included. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED102 Tennis, Intermediate**

This course is designed for those who have taken beginning tennis and have learned the basic grips and strokes. The intermediate group will have a more detailed analysis of stroke technique. Ladder match play will give students the opportunity to learn singles and doubles strategy. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED104 Golf**

This course is designed to teach the basic information necessary to play and enjoy the game of golf. Each classroom period is spent teaching beginning golfers to play the game correctly from the start: mastering the pre-swing, fundamentals of grip and aim, addressing the ball, and swing technique. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED106 Fitness, Beginning**

This course is designed to meet the needs of the individual interested in establishing a self-paced exercise program. The emphasis of this course is on the development of cardiovascular endurance. Individuals are instructed how to determine personal work-load levels and pace themselves during various classroom aerobic activities. Participants also receive additional instruction in strength training. Cardiovascular activities include fast walking, jogging, aerobic exercise, rope jumping, interval training, and rowing ergometer work. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED107 Inner Game of Golf**

Golf is traditionally taught with verbal instruction from the teacher to the student. The students in this class will be taught with learning by feel. Through this unique approach, students will learn that their natural swing is already present within themselves and they simply need to allow it to come out. Through various drills and learning techniques, students will also discover that enjoyment of golf comes first, success comes second. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED116 Step Aerobics**

Step aerobics is a high-intensity, low-impact program that involves stepping onto a platform while simultaneously performing upper-torso movements. The class is designed to improve various components of fitness using a series of specific exercises that adapt to all ability levels. Previous experience in aerobics is required. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED118 Strength Training, Introduction

This course is designed for the individual who is unfamiliar with or has had no experience in programs focusing on building body strength. This course includes an introduction to the strength-training facilities at Wesleyan, proper strength-training techniques, and various elementary training programs. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED119 Strength Training, Advanced

This course is designed to meet the needs of students who are sincerely involved in strength training, body building, and/or competitive lifting. The course will include the use of four weight-lifting machines and instruction in competitive lifting techniques. There will also be discussion and demonstration of various progressive resistance modes that develop muscular strength and endurance. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED120 Swimming, Beginning

The objective of this course is to equip students with basic water safety skills and knowledge to make them reasonably safe while in, on, or about the water. We will introduce skills designed to improve stamina and basic coordination and to increase individual aquatic abilities. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED121 Swimming, Advanced Beginner

This course is designed to build upon the skills learned in beginning swimming. Emphasis is placed on improving the overhand crawl stroke with rotary breathing. Students will be introduced to the basic skills needed to learn the backstroke and breaststroke. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED122 Swimming for Fitness

This program is designed for the lap swimmer who is interested in learning and applying cardiovascular conditioning and training to swimming. Instruction is given in breathing exercises and pacing techniques. Individual work-load levels are determined, and self-paced programs are centered around those levels. Various training techniques are discussed and used in the program. A course prerequisite is the ability to swim four lengths (any stroke) continuously and comfortably. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**

Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED123 Lifeguard Training

This course is designed to teach potential lifeguards the skills and knowledge needed to prevent and respond to aquatic emergencies. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED124 Squash

This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. Students must have their own racket and goggles.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED127 Tabata/Fitness Training

Tabata/fitness training is a program designed to enhance an individual's competency at all physical tasks. The student will perform exercise elements successfully at multiple, diverse, and randomized physical challenges. Areas of fitness will include cardiovascular endurance, stamina, strength, power, speed, balance, agility, and coordination. The start-stop training design is based on 20-second bursts of high-intensity workout followed by a 10-second rest. Each high-intensity burst/rest is repeated 4–8 times. The course will provide challenging workout programs that provide the health benefits of cardiovascular workouts with high- to moderate-intensity training and/or high- to moderate-intensity interval training. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED130 Skating, Beginning

This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED133 Interval Training

Interval training involves a series of low- to high-intensity exercise workouts interspersed with rest or relief periods. This course includes a variety of cardio drills and resistance training exercises designed to challenge and improve cardio and muscular strength while maintaining a strong core. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**

Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED137 Rowing for Fitness**

This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED138 Indoor Cycling**

Indoor cycling, as an organized activity, is a form of exercise with classes focusing on endurance, strength, intervals, high intensity (race days), and recovery that involves using a special stationary exercise bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint, and race! This is a truly fantastic cardiovascular class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED139 Running for Fitness**

This course is an introduction to the basic principles of a fitness running program. The training program will be individualized for each student based on individual goals. Topics will include proper training techniques, running gear, injury prevention, and stretching. All levels of running welcome. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED140 Racketlon**

Racketlon combines tennis, badminton, squash, and table tennis into one sport. It is racketsports' answer to other combination sports such as triathlon or decathlon. Very commonly played in Europe, opponents play each of the sports to 21 points, and the winner is the person with the highest total points. Racketlon is also played in a doubles format where teams of two opponents play against each other. This class will introduce students to each of the four racketsports and how to play them in combination within the sport of racketlon. As a capstone experience, the class will play both a singles and a doubles racketlon. Previous racketsport experience will be valuable in this class, but is not required. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED142 Yoga for Fitness**

This yoga class is designed to improve the health, performance, and mental acuity of students interested in improving their level of fitness. The class will blend balance, strength, flexibility, and power in a fitness format. This practical

and user-friendly style of yoga is accessible, understandable, and achievable by individuals at any level of fitness. Attendance is required. The first class in each quarter will meet in the lobby of Freeman Athletic Center Lobby. This class meets in the second quarter.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED144 Beginning Volleyball**

This class is designed to help players learn and develop a basic understanding of volleyball. The class will include instruction in the basic skills of serving, passing, setting, attacking and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play as well as the rules and scoring.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED145 Indoor Cycling and Yoga**

This is a combination class that warms up your body with some sun salutations, strengthens your lower body with a cycling ride, and then stretches your hard-worked muscles with yoga asanas. Yoga and indoor cycling are natural complements to one another because each exercise has a mental and a physical component and trains your body while developing mind/body awareness. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED147 Hatha Yoga**

This is a beginning yoga class with no previous experience needed. The class will consist of 26 postures and two breathing exercise aimed at improving your posture and alignment, balance, and strength. The class will be 90 minutes. Bring a mat, towel, and your own water. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED152 Outdoor Hiking**

Hiking is merely walking on a footpath, whether on a neighborhood path or a more adventurous trail that involves some climbing. Hiking is a moderate cardiovascular activity. Common benefits include weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**Grading: **Cr/U**Credits: **0.25**Gen Ed Area: **None**Prereq: **None****PHED155 Speed Agility Plyometric Training**

Learn to increase your cardio by speed and quickness. Agility training focuses on foot speed, quickly changing direction and improving reaction to visual cues. Plyometrics is an explosive movement to build muscle. The two will be combined to enhance the over all body conditioning. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**

Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED159 Cross Training Fitness

This class will use dynamic warm-up, dynamic flexibility, bodyweight, dumbbells, free weights, kettleballs, interval training, cardio/fitness machines, aquatic training, core training, and neuromuscular training in a fun, progressive way so students have a variety of ideas to implement to stay fit for life. The first class of each quarter will meet in the lobby of Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED169 Indoor Technical Climbing

This is an introductory course that will feature instruction providing the basic skills necessary for technical rock climbing. The climbing wall in the Freeman Athletic Center will be the site for the course, with some outdoor climbing possible when weather permits. All equipment provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **None**

PHED170 Sculling

This course is designed for those students that have completed the introductory Rowing for Fitness course (PHED137). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **0.25**
 Gen Ed Area: **None**
 Prereq: **PHED137**

PHED465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**

PHED466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**

PHED469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

PHED470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

PHED492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
 Grading: **OPT**

PHYSICS (PHYS)

PHYS105 Science of Sustainability

What is sustainability? It most certainly is not switching light bulbs or "buying organic," although perhaps those activities contribute to sustainability. The task for our course will be to undertake a scientific inquiry into the conditions for an enduring human presence on Earth. To do so, we must begin with physical principles, examining both what humans require and demand from the world and what the world is capable of providing. Our inquiry will broaden to include chemical and ecological principles, ultimately asking what the social sciences can do to illuminate the problem without violating the physical constraints nature imposes. Students should have a familiarity with quantitative and algebraic concepts and, above all, a desire to incorporate quantitative thinking into verbal discourse. Writing is also a core element of the course with frequent writing assignments in various formats.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **NSM-PHYS**
 Identical With: **ENVS235**
 Prereq: **None**

PHYS107 Life in the Cell from a Molecule's Perspective

What does DNA look like when it is not condensed into chromosomes? How do partners in molecular processes find each other? If a molecular motor "walks," how does it take a step? We will explore these major topics in molecular biophysics by discussing primary scientific literature. Emphasis will be placed on revealing the ways in which our understanding of biological processes can be improved by understanding the underlying physics. Students should have a broad high school science background, familiarity with quantitative and algebraic concepts, and a desire to incorporate quantitative thinking into verbal discourse. Writing is a core element of the course.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **NSM-PHYS**
 Identical With: **MB&B117**
 Prereq: **None**

PHYS111 Introductory Physics I

This is the first of two noncalculus courses covering the fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra,

vector algebra, trigonometry, and arithmetic is expected. The lab PHYS121 is recommended.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS112 Introductory Physics II

This is the second of two noncalculus courses covering fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra, vector algebra, trigonometry, and arithmetic is expected. The lab PHYS122 is recommended.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS111**

PHYS113 General Physics I

This course is the first term of a general physics course with calculus, recommended for students interested in majoring in the sciences. With the focus on Newtonian dynamics, PHYS 113 seeks to develop both conceptual understanding and the ability to use this knowledge to obtain quantitative predictions of how the universe works. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of mechanics. The associated lab, PHYS123, is highly recommended. PHYS113 and PHYS116 are part of a sequence of courses that lead into the physics major. PHYS113 is a pre-requisite for PHYS116; therefore, students must take them in sequence.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS115 Newtonian Mechanics

This course in classical mechanics assumes a level of familiarity with general physics and comfort with vectors and calculus that is not assumed in PHYS113. This course will study classical mechanics at a level that is rigorous and mathematically sophisticated, employing contemporary instructional techniques. It will also teach elementary programming and data analysis skills essential to physical science. The course may be ideal for students who have previously taken a general physics course but not at the level required as preparation for PHYS324, Electricity and Magnetism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS116 General Physics II

This course is the second term of a general physics course with calculus, recommended for students interested in majoring in the sciences. The focus is on the physics of charged particles, including an introduction to the concepts of electric and magnetic fields. Students will develop both conceptual understanding of how charged particles give rise to both electricity and magnetism and the ability to use this knowledge to quantitatively describe the behavior of these particles in a variety of contexts, including electrical devices. Through a collaborative and interactive classroom experience, students develop problem-solving skills and a mathematical description of electricity and magnetism. The associated lab PHYS124 is highly recommended.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS113 OR PHYS115**

PHYS121 Physics Laboratory I

This laboratory course provides experience with phenomena discussed in PHYS111 lectures. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics WITH LABORATORY is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field. Each laboratory is limited to 16.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS122 Physics Laboratory II

This course provides laboratory experiences for students taking PHYS112. This laboratory course teaches students how to obtain, process, and evaluate data and compare these data with quantitative models of how our world works.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS123 General Physics Laboratory I

This laboratory course provides experience with phenomena discussed in PHYS113 lecture, integrating calculus with the experiments.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS124 General Physics Laboratory II

This laboratory course is designed to be taken in conjunction with PHYS116. Students will get hands-on experience with physical systems that demonstrate the principles being studied in PHYS116. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material, and the world around us. The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS113 OR PHYS123**

PHYS162 It's About Time

The course will explore ideas and tools that help us to conceptualize and quantify time. Measurement of time has been accomplished by careful observation of celestial objects, counting growth rings in trees, or determining the abundance of radioactive decay products, and with devices as varied as the hour glass and the atomic clock. A thorough investigation of these and other methods and tools will illuminate old and new views of time and will allow us to venture into various fields of physics such as classical mechanics, the theory of relativity, atomic and nuclear physics, electricity, and optics. Along the way, we will discuss concepts including, but not limited to: the origin of time, its smoothness, time dilation, the relativity of simultaneity, and the direction of time's arrow.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS170 Introduction to Design and Engineering

This course will provide a hands-on introduction to design and engineering. Students will engage in individual and team projects in a studio environment where we seek to develop a shared practice and understanding of the engineering design process. We will study biological organisms to find inspiration for design of hoppers, swimmers, and climbers. Students will build skills using computer-aided design (CAD) software and using tools for fabrication and prototyping including laser cutting and 3D printing. We will also hone skills in identifying which scientific and engineering principles need to be understood to achieve design goals.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS170**

Prereq: **None**

PHYS213 Waves and Oscillations

The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. We will explore the physical principles and fundamental mathematics related to periodic motions. Topics will include damped and forced harmonic motion, normal modes, the wave equation, Fourier series and integrals, and complex analysis. Principles and techniques developed in this course are central to many subsequent courses, particularly Quantum Mechanics (PHYS214, PHYS315), Classical Dynamics (PHYS313), and Electricity and Magnetism (PHYS324). An important component of this course is to develop the ability to use mathematical software packages to graph expressions, solve equations, and obtain numerical solutions to differential equations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **(PHYS113 AND PHYS116)**

PHYS214 Quantum Mechanics I

This course provides an introduction to wave and matrix mechanics, including wave-particle duality, probability amplitudes and state vectors, eigenvalue problems, and the operator formulation of quantum mechanics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS213**

PHYS215 Special Relativity

This calculus-based half-credit, half-semester introduction to Einstein's theory of special relativity promotes both a qualitative understanding of the subject and a quantitative problem-solving approach.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS217 Chaos

This calculus-based course provides an introduction to the physics of chaos. Chaos is everywhere, in economics, biology, political science, chemistry, and physics.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS219 Introduction to Contemporary Physics

This course examines the foundations of modern physics, including special relativity, the building blocks of matter, the fundamental interactions and gravity, and recent views of the universe such as entanglement, supersymmetry, strings, and dark matter and dark energy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **(PHYS113 AND PHYS116)**

PHYS221 Modeling and Data Analysis: From Molecules to Markets

The development of models to describe physical or social phenomena has a long history in several disciplines, including physics, chemistry, economics, and sociology. With the emergence of ubiquitous computing resources, model building is becoming increasingly important across all disciplines. This course will examine how to apply modeling and computational thinking skills to a range of problems. Using examples drawn from physics, biology, economics, and social networks, we will discuss how to create models for complex systems that are both descriptive and predictive. The course will include significant computational work. No previous programming experience is required, but a willingness to learn simple programming methods is essential.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **QAC221, CIS231**

Prereq: **None**

PHYS313 Classical Dynamics

This comprehensive course in classical mechanics at the intermediate level. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics. Attention is paid to approximation and numerical solutions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS513**

Prereq: **(PHYS213 AND MATH221 AND MATH222 AND MATH122)**

PHYS315 Quantum Mechanics II

This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms. The remainder of the course will explore approximation methods for applying quantum mechanics to more complex systems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS515**

Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS316 Thermal and Statistical Physics

Thermodynamics and statistical mechanics are pillars of physics. In this course, we conceptually focus on building the understanding of how the statistical properties of microscopic states relate to the macroscopic properties of matter. As such, the approach differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. Focus areas include phase transitions, critical phenomena, and the statistical properties of fermions and bosons.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS516**

Prereq: **PHYS214**

PHYS317 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM307, MB&B307, CHEM507, MB&B507, PHYS517**

Prereq: **None**

PHYS318 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM308, MB&B308, CHEM508, MB&B508, PHYS518**

Prereq: **None**

PHYS324 Electricity and Magnetism

This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS524**

Prereq: **(PHYS116 AND PHYS124 AND MATH222)**

PHYS325 Radiation and Optics

In this course, you will have the opportunity to apply your electrodynamics knowledge to explore electromagnetic waves and optics, radiation, and a bit of relativistic electrodynamics. You will get to relate these topics to a wide variety of recent physics research, such as invisibility cloaks, metamaterials with negative index of refraction, stopping and storing light in atomic gases, polarization of the cosmic microwave background, and the optical properties of bird feathers and iridescent butterfly wings. The goal is for you to leave this course with a deeper understanding and appreciation for electrodynamics and its applications.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS525**

Prereq: **[PHYS324 or PHYS524]**

PHYS339 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM309, MB&B309, CHEM509, MB&B509, PHYS539**

Prereq: **(CHEM251 AND CHEM252)**

PHYS340 Computational Physics

The aim of this course is to introduce students to both numerical techniques and the software used in modern computational physics. In the first part of the course, we will learn the basics of operating systems and the essential components of lower- and upper-programming languages. The majority of material in the course will focus on the most important numerical techniques that we will implement in weekly exercises.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **(MATH221 AND PHYS213) OR (MATH223 AND PHYS213)**

PHYS342 Experimental Optics

This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS542**

Prereq: **(PHYS116 AND PHYS213)**

PHYS345 Electronics Lab

This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS545**

Prereq: **(PHYS116 AND PHYS213)**

PHYS358 Condensed Matter

This course is an introduction to condensed-matter physics with emphasis on fundamental properties of solids. We will explore crystal structure, phonons, and electrons in solids as a basis for understanding the thermal, electronic, and magnetic properties of materials. In addition to lectures and problem sets, there will be several numerical experiments in which computer simulation and visualization tools will be used to explore microscopic properties of materials.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS558**

Prereq: **[PHYS315 or PHYS515] AND [PHYS324 or PHYS524]**

PHYS377 Chemistry of Materials and Nanomaterials

This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM377**

Prereq: **CHEM251**

PHYS395 Structural Biology Laboratory

One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by x-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, enzyme extraction, and column chromatography. The course will provide hands-on experience with spectroscopic methods such as NMR, fluorescence, UV-Vis absorption, and Raman as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B395, CHEM395**

Prereq: **([MB&B208 or BIOL208] AND CHEM141 AND CHEM142) OR ([MB&B208 or BIOL208] AND CHEM143 AND CHEM144)**

PHYS400 Professional Development

The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES400, NS&B400, PSYC400**

Prereq: **None**

PHYS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PHYS408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PHYS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

PHYS420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

PHYS421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

PHYS422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

PHYS423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

PHYS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

PHYS500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&ES500, CHEM500, BIOL500, ASTR500, MB&B500, MUSC500, PSYC500, MATH500**

Prereq: **None**

PHYS501 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **A-F**

PHYS505 Condensed Matter Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

PHYS506 Condensed Matter Physics Seminar II

Presentations and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

PHYS507 Atomic and Molecular Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **PHYS214**

PHYS508 Atomic and Molecular Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

PHYS509 Theoretical Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **([PHYS313 or PHYS513] AND PHYS214 AND [PHYS315 or PHYS515] AND [PHYS316 or PHYS516])**

PHYS510 Theoretical Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **([PHYS315 or PHYS515] AND [PHYS324 or PHYS524] AND [PHYS316 or PHYS516])**

PHYS511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS513 Classical Dynamics

This comprehensive course in classical mechanics at the intermediate level. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics. Attention is paid to approximation and numerical solutions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS313**

Prereq: **(PHYS213 AND MATH221 AND MATH222 AND MATH122)**

PHYS515 Quantum Mechanics II

This course will expand the formalism of quantum mechanics to include spin and angular momentum in three dimensions. The quantum theory of identical particles will be developed and applied to multi-electron atoms. The remainder of the course will explore approximation methods for applying quantum mechanics to more complex systems.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS315**

Prereq: **(PHYS214 AND MATH223) OR (PHYS214 AND MATH221)**

PHYS516 Thermal and Statistical Physics

Thermodynamics and statistical mechanics are pillars of physics. In this course, we conceptually focus on building the understanding of how the statistical properties of microscopic states relate to the macroscopic properties of matter. As such, the approach differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. Focus areas include phase transitions, critical phenomena, and the statistical properties of fermions and bosons.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS316**

Prereq: **PHYS214**

PHYS517 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from journals including but not limited to the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM307, MB&B307, CHEM507, MB&B507, PHYS317**

Prereq: **None**

PHYS518 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the Biophysical Journal, Biopolymers, Current Opinion in Structural Biology, Journal of Biomolecular Structure and Dynamics, and the Annual Review of Molecular Biophysics and Biomolecular Structure.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM308, MB&B308, CHEM508, MB&B508, PHYS318**

Prereq: **None**

PHYS521 Physics Colloquium I

Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

PHYS522 Physics Colloquium II

Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **([PHYS315 or PHYS515] AND [PHYS313 or PHYS513])**

PHYS524 Electricity and Magnetism

This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS324**

Prereq: **(PHYS116 AND PHYS124 AND MATH222)**

PHYS525 Radiation and Optics

In this course, you will have the opportunity to apply your electrodynamics knowledge to explore electromagnetic waves and optics, radiation, and a bit of relativistic electrodynamics. You will get to relate these topics to a wide variety of recent physics research, such as invisibility cloaks, metamaterials with negative index of refraction, stopping and storing light in atomic gases, polarization of the cosmic microwave background, and the optical properties of bird feathers and iridescent butterfly wings. The goal is for you to leave this course with a deeper understanding and appreciation for electrodynamics and its applications.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS325**

Prereq: **[PHYS324 or PHYS524]**

PHYS539 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied to the life sciences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM309, MB&B309, CHEM509, MB&B509, PHYS339**

Prereq: **(CHEM251 AND CHEM252)**

PHYS542 Experimental Optics

This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS342**

Prereq: **(PHYS116 AND PHYS213)**

PHYS543 Analytical Mechanics

Advanced classical mechanics and mathematical physics, description of multidimensional motion, vibrations, perturbation theory, and chaos.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **(PHYS213 AND PHYS217 AND [PHYS313 or PHYS513] AND [PHYS316 or PHYS516])**

PHYS545 Electronics Lab

This laboratory course covers the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS345**

Prereq: **(PHYS116 AND PHYS213)**

PHYS549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PHYS558 Condensed Matter

This course is an introduction to condensed-matter physics with emphasis on fundamental properties of solids. We will explore crystal structure, phonons, and electrons in solids as a basis for understanding the thermal, electronic, and magnetic properties of materials. In addition to lectures and problem sets, there will be several numerical experiments in which computer simulation and visualization tools will be used to explore microscopic properties of materials.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS358**

Prereq: **[PHYS315 or PHYS515] AND [PHYS324 or PHYS524]**

PHYS565 Mathematical Physics

Historically, physics and mathematics are closely related. Physics uses powerful tools developed by mathematicians, while physicists, investigating the actually existing universe, provide mathematicians with new concepts and ideas to

explore. This way, many mathematical techniques, and even entire areas of mathematics, developed from the need to solve certain real-life problems posed by physical reality. The purpose of this course is to give students an overview of the powerful array of mathematical tools available for the solution of physical problems. Starting with the presentation of tools of complex analysis, we will apply them to the solution of ordinary and partial differential equations. We will encounter Fourier and Laplace transforms and will study the Green's function method for the solution of bound and scattering problems. We will also look into the elements of Group Theory and apply it to angular momentum in quantum many-body systems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **MATH222 AND MATH223 AND PHYS313 AND PHYS315 AND PHYS324**

PHYS566 Electrodynamics

This course covers boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

PHYS567 Statistical Mechanics

This course will develop important concepts in statistical physics by examining several applications in detail. The areas covered will include the classical and quantum gases, critical behavior and phase transitions, and elementary transport phenomena.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **[PHYS316 or PHYS516]**

PHYS568 Quantum Mechanics

This course will develop advanced aspects of theory and application of quantum mechanics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **[PHYS315 or PHYS515]**

PHYS571 Advanced Topics in Atomic and Molecular Physics

This course will introduce classical and quantum collision theory, with special consideration of atomic and molecular collisions.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **PHYS315**

PHYS572 Advanced Topics in Atomic and Molecular Physics

The course will cover advanced topics in structure, spectroscopy, and dynamics of atoms and molecules.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

PHYS573 Advanced Topics in Condensed Matter

The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **([PHYS358 or PHYS558] AND [PHYS315 or PHYS515])**

PHYS574 Advanced Topics in Atomic, Molecular, and Optical Physics

The course will cover advanced topics in condensed-matter physics, with emphasis on current research problems within the department.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

PHYS575 Advanced Topics in Theoretical Physics

This graduate course presents advanced topics in theory of relevance for current research in the department. The specific material varies each time the course is taught.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **PHYS213 AND PHYS214 AND PHYS324**

PHYS576 Advanced Topics in Theory

This graduate course will present advanced topics in theory of relevance for current research in the department.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

PHYS577 Lab Pedagogy

This course is taken by graduate students teaching PHYS121 or PHYS123.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

PHYS578 Lab Pedagogy

This course is taken by graduate students teaching PHYS122.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

PHYS587 Seminar in Chemical Physics

Weekly seminars presented jointly with the Department of Physics under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **CHEM547**

Prereq: **None**

PHYS588 Seminar in Chemical Physics

Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be

presented by students, faculty, and outside visitors on current research and other topics of interest.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **CHEM548**

Prereq: **None**

PORTUGUESE (PORT)

PORT155 Portuguese (Romance Language Speakers) I

This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **FREN112 OR ITAL112 OR SPAN112**

PORT156 Portuguese (Romance Language Speakers) II

This course is the continuation of a yearlong course in intensive Portuguese. The second semester will concentrate on mastery of grammar points, with increasing attention to readings, writing, and cultural topics. Music, poetry, short stories, Internet resources, video, and journalism are integrated with the textbook.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **PORT155 or LANG155**

PORT401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PORT402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYCHOLOGY (PSYC)

PSYC104 Understanding Prejudice and Discrimination

This first-year seminar (FYS) will explore several different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment. During the first part of the course, students will read about and discuss specific forms of prejudice. In the second half, you will write a final paper and give a brief presentation on a prejudice-related topic.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC105 Foundations of Contemporary Psychology

This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help students discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC109 Psychology and Technologies of the Self and Social World

The psychological sciences are generating novel and remarkable understandings of individual minds, social interactions, groups, and institutions, and these findings are being extended to benefit individual and social welfare. As we dwell in a world increasingly understood in psychological terms and managed through psychological technologies, crucial questions warrant attention. What are the implications of adopting these new understandings of self and others? Does this new knowledge change us and, if so, how? How do we assess the consequences of this knowledge as it is implemented in social practices? These questions guide our examination of cases where psychological knowledge has informed new practices and policies. The cases include research on decision-making, integration, positive psychology, psychopharmacology, stress, and attitudes. Also considered will be instances where psychological ideas have been implemented then challenged, including psychosurgery and token economies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **SISP109**

Prereq: **None**

PSYC111 Myth, Magic, and Movies

We will examine how the mythic is made and what purposes myth and magic serve in modern culture. Guided by classic psychoanalytic ideas, we will seek to understand both the conscious and unconscious power of myths. The seven volumes in J. K. Rowling's HARRY POTTER series will be the core texts for the course, and we will explore how these texts were transformed by the eight Potter movies.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC200 Statistics: An Activity-Based Approach

This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **PSYC105**

PSYC202 Qualitative Research Methods in Psychology

The goal of the course is to introduce students to basic research strategies for investigating human thought and behavior, with a focus on qualitative methods. The course provides detailed introduction to different qualitative methods, including interview, observation, case study, content analysis, archival, life history, and narrative techniques. Attention is given to the framing of research questions, design of studies, the ethics of psychological research with humans, and assumptions about human nature. The course is problem- and project-based, providing hands-on research experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC203 Quantitative Methods in Psychology

This course covers various quantitative research methods in psychology. Individual sections emphasize different methods and content areas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **None**

PSYC204 Methods of Interpretation

Projects incorporating issues of race, gender, and class will be the focus of this methods course. Feminist, phenomenological, experiential, textual, and ecological methods of interpreting gender, race, and class in multimedia formats will be explored.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC261**

PSYC206 Research Methods in Cognitive Development and Education

This course introduces students to translational research in psychology--research that draws on psychological science to inform practice. The course is built around a central case study, early numeracy in preschool children, with an emphasis on the effects of differences in language input (e.g., deafness). We will cover existing research on cognitive and language development, early numeracy, deaf education, and teaching strategies to understand the relationship between research and practice in these areas. The first one-quarter to one-third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to engage in both research and practice. The final project will entail drawing on the research literature and research methods to develop and test math-related materials for preschools. Each year of PSYC206 draws on the work done by previous students in the class. The service-learning component of the course, in which students will spend two hours per week in a preschool, provides a hands-on opportunity to interact with preschool children and learn firsthand about their learning environment and styles.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC207 Research Methods in Developmental Psychology

The goal of this course is to introduce students to basic research strategies and methods, with a focus on those pertinent to developmental psychology. Course materials will focus on the conceptual, design, and analytic issues to research across development. This course is designed to provide students with the knowledge, skills, and understanding to conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, discussions, and hands-on projects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **(PSYC105 AND ECON300) OR (PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280])**

PSYC208 Research Methods on Emotion

This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will investigate which methods and techniques are best suited to study various positive and negative emotions. The course will give special attention to ethical issues in emotion research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC209 Research Methods in Ecological-Community Psychology

The focus of this course is to introduce the student to the historical and conceptual foundations of ecological and community psychology. Special emphasis will be placed on research ethics and framing research questions that address social problems. Students will learn about study design and mixed-method approaches that will provide a foundation to engage in research and practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC210 Research Methods in Cognition

This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B210**

Prereq: **PSYC105**

PSYC211 Research Methods in Clinical Psychology

This course will provide students with an opportunity to conduct original research and development in the area of clinical psychology. Students will select a research project from those made available each semester and will complete the project under the supervision of the instructor. SAS software will be used.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]) OR (PSYC105 AND ECON300)**

PSYC213 Research Methods in Social Psychology

The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, and how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC214 Research Methods in Sleep Research

The purpose of this course is to provide students with hands-on experience in critiquing, analyzing, and conducting psychological research as it relates to sleep and various aspects of psychological well-being. The bulk of this course will focus on exploring various methodological designs used in psychological studies (e.g., in-lab experiments, cross-sectional and longitudinal surveys, qualitative interviews, and observations). Students will acquire skills in conducting both within- and between-person studies within the context of short-term daily diary assessments of sleep and psychological well-being. Through a series of hands-on lab assignments, students will have opportunities to design and execute research questions based on a variety of research methods.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC215 Research Methods: Behavioral Methods in Animal Research

This is a research methods course that provides an understanding of the different approaches to animal research, particularly those using rodent models. It provides students with an understanding of the different techniques employed by researchers and the questions they address. This course provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. Students will learn how to handle and inject rats and will also get a sense of how to design a behavioral experiment, including the use of control groups and counterbalancing. The course will follow a lecture/discussion/lab format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as operant responding, autoshaping, decision-making, locomotion testing, etc. (see readings for more examples). One class each week will take place in the lab to provide students with hands-on experience with rats and the testing apparatuses. Students will be assigned a rat for the semester that they will use to collect and analyze data during lab classes. This will be combined with regular class discussion of research articles dealing with each topic, including some of the earlier reports and more recent applications. The focus of the course will be on trying to prepare students to design and carry out behavioral/animal research in a laboratory setting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B215**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC220 Cognitive Psychology

Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential

empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B220**

Prereq: **PSYC105**

PSYC221 Human Memory

This course is designed to provide students with an in-depth overview of the different human memory systems revealed by empirical research in the fields of cognitive psychology and cognitive neuroscience. The different systems include procedural memory, working memory, perceptual memory, semantic memory, and episodic memory.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B221**

Prereq: **PSYC105 OR [PSYC220 or NS&B220] OR [NS&B213 or BIOL213 or PSYC240] OR [PSYC222 or NS&B222]**

PSYC222 Sensation and Perception

This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B222**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC225 Cognitive Neuroscience

This course provides an introduction to cognitive neuroscience--the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B225**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC227 Motivation and Reward

This course will focus on motivation and reward, providing students with a background in and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. The course uses animal and human

research to try to unravel the brain areas and neurotransmitter systems involved in different forms of reward, including food, sex, and drugs, and examine cases of disordered motivation such as drug addiction, obesity, and disordered gambling.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B227**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC228 Clinical Neuropsychology

This introductory course will examine the relationship between brain functioning and cognition, behavior, and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B228**

Prereq: **PSYC105 OR [NS&B213 or BIOL213 or PSYC240]**

PSYC230 Developmental Psychology

This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about physical, social, emotional, language, brain and cognitive development, with emphasis on cognitive development.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC239 Functional Anatomy of the Human Brain

A mass of tissue the consistency of firm jello and weighing about 2.5 pounds in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, and aesthetic appreciation. Its malfunction results in a variety of diseases, including senility, mood disorders, and motor dysfunctions. This course will examine in some detail the complex organization of the brain and how it performs some of its basic functions. The course will be of special interest to premed students; NS&B, biology, and psychology majors; and anyone simply interested in how the brain works.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B239, BIOL239**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC240 Behavioral Neurobiology

This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior,

including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B213, BIOL213**

Prereq: **None**

PSYC245 Psychological Measurement

This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). Strengths and weaknesses associated with various methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC248 Adolescence and Emerging Adulthood

This course takes a global, cultural perspective to the study of human development during adolescence (ages 10–18 years) and emerging adulthood (ages 18–25 years). Students will gain a deeper understanding of key aspects of psychosocial functioning during these two developmental age periods. The course approaches adolescence and emerging adulthood as periods of both opportunity and vulnerability. Topics include cognitive development, love and sexuality, media, peer relationships, and risk and resilience. Class activities and assignments provide opportunities for students to actively engage with the material presented and discussed in class. Students also will have the opportunity to participate in a cross-cultural experience, culminating in a class documentary on a selected topic related to adolescent and emerging adulthood development.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC250 Personality

What does personality mean? Can you measure it? Who studies it and why?

This course is designed to give a deeper understanding of these questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC251 Psychopathology

This course provides an overview of psychopathology, the study of "abnormal" behavior or mental disorders. From various theoretical perspectives, the ways that abnormality is defined will be considered. You will learn what we know and don't know about the phenomenology, diagnosis, and causes of mental

disorders. Major domains of psychopathology, the symptoms and behaviors associated with common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. The ways that different paradigms steer the development and implementation of treatments will be examined. This course is not designed to help resolve personal experiences with mental illness. This class will challenge widely accepted ideas about mental illness. You will learn to think critically about how mental illness is understood by society, mental health professionals, and clinical researchers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC253 Educational Psychology

This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC258 Positive Psychology

This course seeks to identify, define, investigate, and promote the development of human strengths, growth, and potential. The course will examine the history, theories, methodology, and research findings in the subfield of positive psychology and will challenge students to apply what they have learned in class toward personal and social change.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **AMST259, SISP259**

Prereq: **PSYC105**

PSYC260 Social Psychology

What leads us to become attracted to one person rather than another? How does prejudice develop, and how can it be reduced? Can psychological research help protect the environment and, if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as group behavior, friendship, stereotyping, conformity, obedience, and conflict resolution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC261 Cultural Psychology

Through essays, novels, videos, and film, we will explore the intersection of culture, ideology, and psychology. We will examine how gender, ethnicity, and class are interwoven in the social fabric and individual identity. Employing feminist, psychoanalytic, and deconstructive interpretive methods, we will try to decipher the many ways we inscribe ourselves in culture.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC265 Culture in Psychology: An Introduction to Theory and Research

Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. Studies and examples from cultures around the world (e.g., Africa, Latin America, North America) will be presented.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC266 Community Psychology

This course serves as an introduction to community psychology. Students will read about, research, and discuss major topics in the field, including the ecological framework, diversity paradigms, social change, and empowerment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC269 Health Psychology

This course will cover how biological, psychological, and social factors interact to influence health and illness. Students will learn the theories of health behavior and how they are applied to promote positive change. Other topics will include the influence of stress on health and stress coping strategies; nutrition, obesity, and eating disorders; addiction and substance abuse; and chronic and life-threatening illnesses. Students will develop a working knowledge of the history, major theories and concepts, and practical applications of health psychology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC270 The Psychology of Women

This course reviews the constellation of psychological theories about women. Topics to be covered include personality, development, physiology, intellect, achievement, and social roles. Studies of gender are reviewed and assessed with consideration of the impact of history, politics, culture, and research practices. The forms and possibilities of feminist science are explored.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **FGSS229**

Prereq: **PSYC105**

PSYC277 Psychology and the Law

This course will offer an introduction to the range of topics that are of concern both to psychologists and to members of the legal profession. We will investigate how psychologists may enter the legal arena as social scientists, consultants, and expert witnesses, as well as how the theory, data, and methods of the social sciences can enhance and contribute to our understanding of the judicial system. We will focus on what social psychology can offer the legal system in terms of its research and expertise with an examination of the state of the social science research on topics such as juries and decision making, eyewitness testimony, mental illness, the nature of voluntary confession, competency/insanity, child testimony, repressed memory, and sentencing guidelines. In addition, this course will look at the new and exciting ways legal scholars and psychologists/social scientists are now collaborating on research that looks at topics such as the role of education in prison, cultural definitions of responsibility, media accounts and social representations of crime and criminals, death penalty mitigation, and gender/race discrimination within the criminal justice system. This course will introduce students to this field, especially to the growing body of applied and theoretical work and resources available for study and review. Students will be encouraged to explore the connections between issues of social science and the law, translating legal issues into social scientific research questions that can then be examined more closely in the literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC280 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **QAC201, SOC257, GOVT201, NS&B280**

Prereq: **None**

PSYC292 Literatures of Lying

This jointly taught course analyzes the subject of lying in the disciplines of science and literature and investigates its status as a foundational principle and ongoing problem in both. Lying is an unusually elusive and contested subject,

but our work throughout the semester is not to adjudicate ethical questions. Rather, it is to explore the desire to find veracity in the world, using these two domains. What is at stake for practitioners in both fields as they assert their "truths"? How do the histories of the scientific method and the novel inform one another? Under what conditions are "scientific" and "literary" lies produced and interpreted as such? How can literature and humanities scholarship--including the dependence of both the novel and nonfiction memoir on firmly held, yet flexible, ideas about factuality--inform our understanding of science--and vice versa? How does the experience of producing, blurring, and adjudicating the lines between lie and truth drive scientific research and inform readers' experiences of fiction and nonfiction? Texts include philosophical works on lying; scientific studies on the detection of lies, including scientific frauds; fiction by Daniel Defoe and Henry James; and nonfiction by Mary McCarthy. Students interested in thinking beyond their usual comfort zones and participating in an interdisciplinary experiment are encouraged to consider this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL262**

Prereq: **None**

PSYC293 Introduction to Data Management

Data management is the most critical component of data analysis and comprises the vast majority of the work. Without properly managed data, statistical analysis is inaccurate, if not impossible. Therefore, knowing how to manage data and conduct quality control checks on managed data is essential for data analysts in any discipline. The goal of this course is to provide hands-on, project-based instruction in data-management techniques using industry standard statistical software. Students will be provided with research questions and data sets and will be required to manage the data to prepare it for statistical analysis and provide basic reports, descriptive statistics, and graphs. In addition, they will be introduced to SQL, a powerful programming language that can interface with statistical software to conduct more complex and efficient data management. Students in this course will learn how to use statistical software to evaluate, clean, and manipulate data sets to get the data ready for statistical analysis. In addition, they will be capable of using basic SQL commands to manipulate data. They will also learn best practices for data management and basic quality-control checking using summary reports, descriptive statistics, and graphing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **QAC200**

Prereq: **None**

PSYC294 Developmental Tasks of Adolescence

Based on both clinical and developmental theory, this seminar is aimed at allowing students to master the primary intellectual and emotional tasks of adolescence through reading and group experience. We will ask what it means to have successfully individuated from family and explore how this need is expressed across four developmental domains--family, friends, fertility, and future--and how these milestones are evaluated and appraised. Students completing the course will be able to articulate why individuation and separation are essential to normal adult functioning and will also be able to develop summary statements that can be used to describe the level of functioning of an adolescent seeking therapy for a behavioral disorder.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC308 Psychology of Action

This course will introduce students to the study of the coordination and control of action. Topics will include control of movement, motor planning, and the linkage between perception, action, and cognition.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B308**

Prereq: **None**

PSYC309 Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize: exploring cognitive, evolutionary, self, and system justification explanations. The course will examine the effects of stigmatization for low-status groups (stereotype threat, dis-identification, compensation, and health outcomes). We will explore the role of stigma in intergroup interactions. Finally, we will explore perceptions of bias from the perspective of high-status groups (e.g., perceptions of antiwhite prejudice).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105 AND PSYC260**

PSYC314 Theories in Psychology

Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis; mid-range theories such as dissonance, mass action, script, and role theory; and contemporary theories emerging in social psychology, cognitive psychology, emotion research, and neuroscience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **SISP314**

Prereq: **None**

PSYC315 Psychology of Stress and Health

There has been an increasing interest in understanding the relationship between stress and health. This seminar will provide students with an overview of this relationship and the many types of research being conducted. Some of the broader topics of this class are understanding the basics of health psychology, knowing what stress is according to the biopsychosocial model, describing various methods for studying stress and health, and identifying factors underlying health habits and lifestyles. Additionally, students will look at positive health outcomes and gender and cultural differences in stress and health. Finally, various health issues (e.g., cancer, sleep behaviors, pain, and exercise) will be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

The goal of this seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; and (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B316**

Prereq: **None**

PSYC317 Social Psychophysiology

This seminar aims to introduce students to current physiological methods and findings within social psychological research. Course readings will examine how psychophysiological techniques can be used to examine stress, intergroup interaction, emotion, health, and person-perception. Course topics include social psychophysiology and embodiment, biopsychosocial models of challenge and threat, neuroendocrine models of social evaluative threat, cortisol and prejudice, oxytocin, facial electromyography and emotion, event-related potential, and psychoneuroimmunology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **None**

PSYC318 Psychology of Environmental Issues

Environmental issues, such as climate change and the overconsumption of resources, are some of the most pressing problems facing our world. Many environmental psychologists specifically investigate how people think about and respond to these global challenges. In this course, we will discuss how psychological mechanisms help explain the roots of various environmental problems and can also be used when designing interventions to address these issues. We will focus on both individual processes (e.g., cognitive processes, motivation, behavior change, connection with nature) and social processes (e.g., cultural worldviews, group relationships, media messages, social movements). Broader questions addressed in this class include: Why are people generally unconcerned about climate change? Why is material consumption highly valued in American society? What motivates individuals to become involved in environmental social movements? Throughout the semester, students will practice applying the concepts learned in class to a specific environmental issue of their choice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC319 Seminar on the Effects of Emotion on Memory

Most Americans believe they will never forget what they saw on September 11, 2001. After witnessing a crime, people remember having looked directly at the criminal's face. It is sometimes said that it is easy to remember the good times and to forget the bad. Each of these ideas reflects a false belief that people have about how emotion influences memory. This seminar will examine these and other false beliefs through discussion of theoretical and empirical research examining memory and related processes. Over the semester, we will cover the main areas of research on emotional memory, with each week motivated by different questions. We will discuss how emotion guides memory and attention across the adult lifespan and will answer questions such as, What do people look at in emotional situations? Why do older adults focus on positive information to a greater extent than younger adults? And what are the memorial consequences of Game of Thrones' exposition scenes?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC221 OR PSYC208 OR PSYC220 OR PSYC227**

PSYC320 Cognition, Learning, and Instruction in the Classroom

This course examines learning in formal and informal educational settings (primarily K--12) through the lenses of cognitive and developmental psychology. The course is divided into units on the theoretical perspectives on learning and instruction, neuroscience and education, cognition, learning environments, and academic achievement. We start with a focus on prominent theories and principles and recent work integrating neuroscience and educational psychology, so that the applications in the classroom, such as conceptual change, problem solving, strategy development, the design and implementation of instruction, and variables influencing academic achievement are better situated. By the end of the course, students will be able to articulate the interdisciplinary contributions and connections of education, neuroscience, and psychology; critically evaluate and analyze how different theories of learning and research findings influence educational practices; understand how different aspects of thinking (e.g., memory, problem solving) and social context (e.g., schools) affect learning; appreciate the bidirectional contributions of research and educational practice to one another; and acknowledge different perspectives on some of the "big questions" in the learning sciences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC322 Psychology of Decision Making

We make decisions all the time. The vast majority of decisions have little consequence, though some are monumental and can deeply affect our lives. The broad goal of this course is to explore the science of judgment and decision making from a cognitive psychological perspective. This means that we will consider how the study of mental processes can inform us about how an individual person's judgments and decisions are made, characteristic patterns and biases of decision making, factors that influence decision making, and whether decision making can be improved. Themes include: What does it mean to be rational, and are humans rational decision makers? How do basic cognitive systems and their interplay underlie more complex decision behavior? What role do affect and emotion play in decision making? How can we move productively between neurobiology, cognition, and social application in thinking about the cognitive psychology of decision making? Do individuals and societies need help in improving decision making, and if so, what kind of help? Overarching goals are to understand the major questions and frameworks that have guided decision research from this perspective, to explore recent empirical studies with an eye toward how they challenge or extend past views, and to generate new research ideas, connections to other disciplines, and practical applications. Foundations

of Contemporary Psychology (PSYC 105) and Cognitive Psychology (PSYC 220) are strongly recommended as prerequisites, as this is an upper-level course (that relies on student contributions) in the Psychology Department.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC325 Healthy Places: Practice, Policy, and Population Health

The built environment influences many aspects of health and well-being: psychological stressors (crime, noise, and violence), what people eat, the water they drink, the air they breathe, where (or if) they work, the housing that shelters them, where they go for health care, what social networks are available for support, and how political power is distributed and public resources allocated. How cities, suburbs, and rural areas are managed; local policy; and planning and design decisions can all help determine whether the places we live will be threats to public health and, perhaps more important, to an aging society. The focus of this course connects the fields of planning, psychology, and public health to explore contemporary challenges (and innovations) in the 21st-century built environment. Students will explore the multiple forces that impact population health, how to analyze these determinants, and what roles planning and public health agencies, as well as other institutions such as local governments, civil society, the private sector, and communities themselves, can play in research and action aimed at improving physical and mental health.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS325**

Prereq: **None**

PSYC326 The Social Self

This course is on the social self, or better put, our social selves. It will examine how (and why) people influence one another and how this shapes perceptions, beliefs, and attitudes. We will study the ways in which we negotiate our multiple identities in our interactions with others, as well as how our identities are a function of differing social environments.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC327 Psychology of Conflict Resolution

This course will focus on the psychological causes and consequences of interpersonal, intergroup, and international conflict. Topics discussed will include such issues as the role of power, status, trust, and social identity. Students will learn about various theories related to the causes of conflict, as well as practical techniques for navigating conflict, including negotiation, mediation, and facilitation. Educational programs that teach conflict-resolution skills will also be examined.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC328 Current Research in Early Childhood

Early childhood is widely seen as a time when the environment exerts particularly strong influences on individuals, with large effects on children's risk or resilience for healthy developmental outcomes. Research in this area provides a way to consider and evaluate claims about this developmental period. What knowledge does society need about this period to promote healthy development

for all children? Where do children learn social skills? Why do children play with some toys but not others? How does timing affect the impact of early interventions? What foundational skills help all children learn to read? By what mechanisms does economic poverty affect development? This advanced seminar will explore current research in early childhood. We will focus on the period from birth to five years, drawing on empirical work in developmental psychology, cognitive science, and education to discuss major topics and debates. These include cognitive and academic foundations for later schooling; emotional development and social skills; social identity and sense of self; self-regulation and executive functions; play; adverse factors in development; risk, resilience, and vulnerability; culture, socioeconomic status, and poverty; developmental neuroscience; early childhood education; and public policy. Guest visits by experts in some of the areas will complement our readings and discussions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC329 Neural Costs of War

This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **NS&B329**

Prereq: **None**

PSYC331 The Narratives of Illness and Recovery

This course provides a detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC338 Masculinities

This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **FGSS338, SISP338**Prereq: **PSYC105 OR FGSS209****PSYC339 Cross-Cultural Childhoods**

The course will begin by examining different attitudes and practices during prenatal development and continue through early adulthood. We will consider the perspectives of the child, parents, other family members, and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include weaning practices, sleep patterns, paternal contribution, education, sibling relationships, and child-care practices. Examples of topics in adolescence and early adulthood include anxiety in adolescence and the age of economic independence, sexual activity, and marriage. Some disturbing and controversial material will be discussed in a respectful atmosphere (e.g., cultural relativism and severe neglect). Students will have the opportunity to opt out of potentially disturbing discussions. The strengths and weaknesses of multiple theoretical approaches to development will be addressed and debated. A few examples of these theories include cultural relativism, universal learning mechanisms, evolutionary ecology, and evolutionary psychology.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **ANTH239**Prereq: **None****PSYC341 Psychology of Human Memory**

This seminar course is designed to provide students with an in-depth exploration of the psychological science of human memory. We will examine current issues and theories in human memory research and the methods by which human memory is explored. Both classic and contemporary research findings from the disciplines of cognitive psychology, cognitive neuroscience, and neuropsychology will be brought together to paint a picture of the current understanding of human memory. Topics to be covered include different memory systems and frameworks (e.g., working memory, semantic memory, episodic memory), remembering and forgetting (e.g., phenomenal experience of remembering, various mechanisms of forgetting), reality/source monitoring (e.g., memory attributions, true and false memories), the influence of emotional and social factors on memory (e.g., social remembering), and memory in clinical populations.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **NS&B341**Prereq: **None****PSYC342 Music Perception and Cognition**

This course provides an overview of the perceptual, cognitive, and neural bases of performing, composing, and listening to music. Topics include acoustics and biological processing of sound; theories and empirical research on pitch, rhythm, harmony, melody, timbre, and orchestration; similarities and differences between music and language; evolution and development of musical ability; and special populations in musical functions. Meetings each week will include laboratory demonstrations and exercises in experiment design and data analysis.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-PSYC**Identical With: **NS&B342**Prereq: **None****PSYC343 Sleep and Psychosocial Functioning in Youth**

Have you ever wondered whether it's worthwhile to pull an all-nighter in hopes of improving your grades on an exam the next day? Have you ever noticed that you snack more when you're having trouble sleeping? And why is it that some individuals seem to have the most energy late at night, while others are most alert early in the morning? This course is designed to orient students to the fascinating world of sleep and psychosocial functioning. We will briefly explore the architecture of sleep and analyze theoretical explanations for the functions of sleep. The bulk of the course will focus on examining predictors and consequences of ("normal") sleep in relation to various aspects of psychosocial functioning, including mental health, interpersonal relationships, technology use, cognitive functioning, and chronotype. We will examine these associations specifically within the context of late childhood, adolescence, and emerging adulthood. As part of this course, you will have the opportunity to track your own sleep via an objective sleep monitor and keep a sleep diary for part of the course.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Prereq: **PSYC105****PSYC344 The Rise of the Neurosciences**

This course examines the expansion and proliferation of the neurosciences from the early modern period to the present. We will investigate the recent claim that we are living in the midst of a "neuro-revolution" with vast social, political, and economic consequences around the globe. Yet at the same time, we will look to the past for similar moments of transition and transformation of the modern sciences abetted by experiments on the nervous system. Students will analyze texts from Descartes to Damasio, paying attention to the rhetorical explanatory power of certain epistemic objects and instruments--samples of brain tissue, synaptic networks, clinical case histories, and MRI scans--as well as the institutional power shifts that sanctioned research practices such as vivisection, phrenology, electrophysiology, and functional imaging. Through our reading of primary sources by philosophers and physicians and secondary sources by historians and sociologists, this course will explore what is at stake in the "neuro-turn," and why it provokes such a mixed reaction of hope and hype, then as well as now.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **SISP344**Prereq: **None****PSYC348 Origins of Knowledge**

In this course we will discuss in depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from nonhuman species.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **NS&B348**Prereq: **None**

PSYC350 Seminar in Eating Disorders

This advanced seminar will explore contemporary psychological theories and multidisciplinary empirical research of anorexia nervosa, bulimia nervosa, and binge eating disorder. Using eating disorders as an example, we will study how culture, familial factors, and personal vulnerability contribute to risk for psychiatric disorders.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **FGSS318**

Prereq: **None**

PSYC353 Neurobiology of Neurological Disorders

This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B353, BIOL353**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC355 Psychology of Reading

The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **None**

PSYC356 Neurodevelopmental Disorders

This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, cerebral palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory integration disorder, and neonatal hypoxia. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic cellular aspects of brain function.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B356, BIOL356**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

PSYC357 Seminar on Language and Thought

This course is an advanced seminar on the relationship between language and thought, a central question in cognitive science and a very active area of research and theory in recent years. Students will be exposed to theoretical and empirical work evaluating the hypothesis that the language you speak influences or even determines the thoughts you can think. The case studies to be evaluated will include object kinds, number, spatial relations, time, gender, theory of mind, and causality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Prereq: **None**

PSYC361 The Psychology of Prejudice and Discrimination

This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and control of indigenous peoples, animals, and the natural environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **AFAM361**

Prereq: **PSYC260**

PSYC365 Seminar on Emotion

This seminar aims to provide an intensive introduction to what emotions are and how they influence our relations with other people. The seminar will cover general theory on emotion as well as theory on specific emotions (e.g., anger, shame, envy, humiliation). As emotions are multicomponential processes, we will examine how the social context shapes different components of the emotion process (e.g., phenomenological experience, regulation, and expression of emotion). Moreover, we will explore how emotions operate at the individual, interpersonal, intergroup, and cultural levels of analysis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

PSYC380 Advanced Research on Attitudes

This advanced undergraduate research course is designed to help students conduct a group research project on attitudes. Students will work in close collaboration with the instructor to design, plan, and conduct an original study on social cognition and attitudes. It will include weekly meetings to discuss relevant literature, plan the study, and evaluate progress on the project that is expected to culminate in a publication-style write-up of the results.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC381 Project-Based Programming for Research

This project-based course will introduce students to programming in the context of research design, data visualization, and analysis of big data, focusing on the essential concepts and tools needed to carry out research and problem solving and to keep abreast of new technologies. We will survey these topics by combining scientific problems and modern programming approaches, and students will learn the fundamentals of programming required for structuring and conducting research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **NSM-PSYC**Identical With: **QAC261**Prereq: **None****PSYC383 Advanced Research in Learning and Memory**

This advanced research course is designed to allow students to conduct supervised research in the area of human learning and memory. Students will become familiar with both classic and contemporary studies in memory and undertake a semester-long experimental research project that seeks to answer a current question in the field of memory research either individually or as a group. Students will get to work on all aspects of the research project, including reviews of the background literature; generation of research ideas; the design, conduct, and analysis of a study; and a write-up of research findings in a journal-article format.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **NS&B383**Prereq: **None****PSYC384 Advanced Research in Cognitive Development**

This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-PSYC**Prereq: **None****PSYC385 Applied Quantitative Methods in Survey Research**

This hands-on seminar provides advanced and applied experience in quantitative research. Students will have the opportunity to develop skills in evaluating the content of scientific literature, generating testable hypotheses that add substantially to their chosen area of research, locating and gaining access to publicly available data, preparing data for analysis, selecting and conducting descriptive and inferential analyses, and presenting research findings in meaningful ways to a diverse audience.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-PSYC**Prereq: **None****PSYC386 Advanced Research in Sleep**

This course is designed to provide students with an in-depth understanding of sleep in relation to psychosocial functioning, health and well-being. Each semester, the course will focus on one specific construct in relation to sleep (e.g., physical activity, technology use, interpersonal relationships, circadian rhythms). This seminar course takes an intensive lab-based approach that allows students to actively partake in a semester-long research project. Students will be involved in all aspects of the research process: literature review, participant recruitment, data collection and analysis, write-up, and presentation of findings. Upon completion of this course, students will have a strong working knowledge of the field of sleep in relation to health and well-being. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain hands-on skills with respect to data analysis using the Statistical Package for the Social Science (SPSS) program.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Prereq: **(PSYC105 AND PSYC200)****PSYC387 Advanced Research in Community Psychology**

This course is an advanced research special-topics seminar that will provide individualized training in research, managing data, and various statistical methods.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Prereq: **None****PSYC388 Advanced Research in Measurement**

In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing a professional paper reporting on the results and future directions.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-PSYC**Prereq: **PSYC105****PSYC389 Advanced Research in Social and Historical Process**

In this advanced research course, students will become familiar with core theories that consider the temporal dynamics of social psychological phenomena and undertake empirical projects that attend to historical processes, including the history of psychological objects themselves. Students will work collaboratively on all aspects of the research project, including reviews of the literature, assessment of theories, and the design, conduct, and analysis of a study.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Identical With: **SISP389**Prereq: **PSYC105****PSYC390 Experimental Investigations into Reading**

Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-PSYC**Identical With: **NS&B390**Prereq: **None****PSYC391 Advanced Research in Cultural Phenomenology**

This seminar is designed for seniors doing theses in cultural psychology to share their ideas and for juniors who are thinking about a thesis to explore various research directions.

Offering: **Host**Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC261**

PSYC392 Behavioral Methods in Affective Neuroscience

This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for conducting research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B392**

Prereq: **None**

PSYC394 Advanced Research in Prejudice and Stereotyping

This course will provide an overview of how to conduct experimental research in social psychology with a particular emphasis on prejudice and stereotyping. The course will progress through all stages of the research process, from idea generation to presentation of findings. Students will learn about a variety of current experimental measurement techniques (both explicit and implicit measures). Groups of students will design and carry out research projects, analyze data, and present findings to the class. In addition, students will complete weekly assignments on methodology and write a final research paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC260**

PSYC395 Introduction to Statistical Consulting

In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and interpersonal skills necessary for effective statistical consulting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **QAC380**

Prereq: **MATH132 OR ECON300 OR PSYC200 OR [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]**

PSYC396 Advanced Research on Culture and Emotion

This course offers an in-depth examination of how culture (e.g., cultural values, norms) influences the emergence, experience, expression, and social consequences of emotions. Students will work in a team on a semester-long research project on culture and emotion (e.g., envy, humiliation, shame, happiness). The course includes advanced theoretical and empirical literature. The readings and research projects will give special attention to how gender

intersects with culture in emotional experience and expression. Students will also learn how to adapt methods (e.g., narrative approaches, diary studies, field experiments) and techniques (e.g., adjustment of research measures to specific cultural communities, translation) to study emotions in their cultural context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

PSYC398 Advanced Research in Auditory Cognitive Neuroscience

This course provides in-depth training on the methods of auditory cognitive neuroscience. We will review contemporary studies in auditory cognitive neuroscience, specifically in speech, language, and music. Students will design and implement a group project, learn to analyze the data, and write up the results in an end-of-term paper.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B398**

Prereq: **None**

PSYC399 Lab in Gambling, Drugs, and Junk Food

This intensive laboratory course provides in-depth training on the experimental methods of behavioral neuroscience of motivation and reward and provides students with HANDS-ON EXPERIENCE WITH ANIMAL RESEARCH USING RODENT MODELS. The capstone of the course is to give students the opportunity to carry out an independent group ANIMAL RESEARCH PROJECT in the lab, which may require a heavier time commitment for the duration of the experiment (including some research over the weekends). Students will LEARN HOW TO HANDLE RATS in a behavioral neuroscience research setting and how to measure reward and motivation using diverse apparatuses such as operant (Skinner) boxes or conditioned place preference chambers; students will also develop their writing and presentation skills. In addition, we will review contemporary studies with a particular focus on gambling, diet-induced obesity, and drug addiction. Some of the models examined in more detail will focus on the role of reward uncertainty and decision-making in gambling, the individual differences in the attraction to reward cues in subjects prone to obesity vs. those who are resistant (with a particular emphasis on prenatal and developmental exposure to high-fat diets), and, finally, the individual differences in the resistance to adverse consequences in models of intense desire and addiction.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B399**

Prereq: **None**

PSYC400 Professional Development

The objectives of this course are (1) to build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) to provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES400, NS&B400, PHYS400**

Prereq: **None**

PSYC401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PSYC408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

PSYC409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

PSYC420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

PSYC420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Crosslisting**

Grading: **Cr/U**

PSYC421 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

PSYC422 Undergraduate Research, Science

Individual research projects for undergraduate students supervised by faculty members.

Offering: **Host**

Grading: **OPT**

PSYC423 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC424 Advanced Research Seminar, Undergraduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

PSYC466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

PSYC467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

PSYC468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

PSYC470 Independent Study, Undergradua

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

PSYC491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

PSYC492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

PSYC496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

PSYC500 Graduate Pedagogy

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop BEFORE the first day of formal classes. Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **E&ES500, CHEM500, BIOL500, ASTR500, MB&B500, MUSC500,**

PHYS500, MATH500

Prereq: **None**

PSYC501 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC502 Individual Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC503 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

PSYC504 Selected Topics, Graduate Sciences

Topic to be arranged in consultation with the tutor. A seminar primarily concerned with papers taken from current research publications designed for, and required of, graduate students.

Offering: **Host**

Grading: **OPT**

PSYC511 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC512 Group Tutorial, Graduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC520 Advanced Research Seminar

This advanced research seminar will examine the substantive and practical issues inherent in psychological research and inquiry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

PSYC549 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC550 Advanced Research Seminar, Graduate

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

PSYC561 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **A-F**

PSYC562 Graduate Field Research

Research in the field, normally on thesis project.

Offering: **Host**

Grading: **OPT**

QUANTITATIVE ANALYSIS CENTER (QAC)

QAC150 Working with SQL and Databases

Many of you have heard of studies that analyzed Twitter messages and predicted some phenomena—spread of flu in New York, consumer confidence index, and so on. Behind the success of these studies are the systems for data storage and retrieval. A regular user can access only the latest nine days of tweets. Any study that aspires to analyze longer periods has to deal with the issues of storing the observations and retrieving them later for analysis. The goal of this course is to show you how to do that—how to connect to various types of databases and how to retrieve and update your data. We will start with relational databases; learn SQL, the language used to query and update the data; and explore the latest developments in the database field—Hadoop and MapReduce.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC151 Working with Excel and VBA

Many of us know Excel for its spreadsheets: a quick and easy way to store some information, share it, and maybe make some charts. The goal of this course is to show you the more advanced features of Excel. We will write code in Visual Basic for Applications (VBA), learn how to import data from external databases and Web-based resources, create custom menus to interact with a user, and examine how Excel can be used in business decision making.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC153 Working with Mathematica

This course introduces students to Mathematica's computing environment and all the basic features of the software. Starting with basic operations and computations, students will be introduced to graphics, visualization, and mathematical computations and will learn through a series of hands-on lab exercises to use the Mathematica programming language for modeling and data analysis. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, a basic calculus background, and a willingness to make mistakes and learn from them is expected.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC**

Prereq: **None**

QAC155 Working with Python

This course introduces students to programming, data management, and analysis with Python. Through a series of hands-on lab exercises, students learn to work with a variety of data using a high-level programming language and associated libraries to effectively manage and analyze their data. The emphasis is on data exploration and visualization and includes work with unstructured data generated by social media interactions. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **None**

QAC156 Working with R

This course introduces students to programming, data management, and analysis with R. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use R's programming language and associated packages to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **None**

QAC157 Working with SAS

This course introduces students to programming, data management, and analysis with SAS. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use SAS's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **None**

QAC158 Working with Stata

This course introduces students to programming, data management, and analysis with Stata. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use Stata's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC171 Business Modeling with Excel

Broadly speaking, this course is about evidence-based decision-making. It is intended for students with a background in Excel and VBA who want to learn how to use spreadsheets to develop business and financial models and communicate the results. Model building is different from the usual Excel skills as it focuses more on the analytical/mathematical aspects than on data wrangling

and requires some basic familiarity with economic/financial models and data analysis tools. We will start with problems where the inputs are deterministic and we must decide on optimal allocation of resources. We will then advance to problems with stochastic inputs and explore solutions either through simulation or through optimization of goal functions. Through this work we will develop the appropriate programming skills (e.g., VBA) and learn to effectively use Excel to implement our models and display the results of our analyses.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **QAC151 AND ECON300**

QAC200 Introduction to Data Management

Data management is the most critical component of data analysis and comprises the vast majority of the work. Without properly managed data, statistical analysis is inaccurate, if not impossible. Therefore, knowing how to manage data and conduct quality control checks on managed data is essential for data analysts in any discipline. The goal of this course is to provide hands-on, project-based instruction in data-management techniques using industry standard statistical software. Students will be provided with research questions and data sets and will be required to manage the data to prepare it for statistical analysis and provide basic reports, descriptive statistics, and graphs. In addition, they will be introduced to SQL, a powerful programming language that can interface with statistical software to conduct more complex and efficient data management. Students in this course will learn how to use statistical software to evaluate, clean, and manipulate data sets to get the data ready for statistical analysis. In addition, they will be capable of using basic SQL commands to manipulate data. They will also learn best practices for data management and basic quality-control checking using summary reports, descriptive statistics, and graphing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **PSYC293**

Prereq: **None**

QAC201 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **SOC257, GOVT201, PSYC280, NS&B280**

Prereq: **None**

QAC211 Digging the Digital Era: A Data Science Primer

The course introduces students to the practice of what has come to be known as data science. Using a multidisciplinary approach and data from a variety of sources that cover any aspect of everyday life—from credit card transactions to social media interactions and Web searches—data scientists try to analyze and predict events and behavior. The first part of the course defines the area and introduces basic concepts, tools, and emerging applications. We will describe how big data analysis affects both business practices and public policy and discuss applications in different areas/disciplines. We also discuss

the ethical, legal, and privacy dimensions of big data analysis. In part two of the course, we work on data acquisition and management and introduce appropriate programming and data management tools. In part three, we concentrate on basic analytical and visualization techniques as we explore and understand the emerging patterns. Using a learning-by-doing approach in a computing laboratory, students will learn how to write computer programs in R--programming in R is a significant part of the course work--to access, organize, and analyze data through a series of small projects designed to illustrate the application of the techniques we develop for a variety of data sets and situations. Students will also engage in a semester-long project where they will access and use data from social media (Twitter) to address their own research questions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC221 Modeling and Data Analysis: From Molecules to Markets

The development of models to describe physical or social phenomena has a long history in several disciplines, including physics, chemistry, economics, and sociology. With the emergence of ubiquitous computing resources, model building is becoming increasingly important across all disciplines. This course will examine how to apply modeling and computational thinking skills to a range of problems. Using examples drawn from physics, biology, economics, and social networks, we will discuss how to create models for complex systems that are both descriptive and predictive. The course will include significant computational work. No previous programming experience is required, but a willingness to learn simple programming methods is essential.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS221, CIS231**

Prereq: **None**

QAC231 Introduction to (Geo)Spatial Data Analysis and Visualization

Geographic information systems (GIS) provide researchers, policy makers, and citizens with a powerful analytical framework for spatial pattern recognition, decision making, and data exploration. This course is designed to introduce social science and humanities students to spatial thinking through the collection, management, analysis, and visualization of geospatial data using both desktop and cloud-based platforms. Classes will consist of short lectures, hands-on training using different spatial analysis and geodesign technologies (e.g., ESRI ArcGIS, Google Fusion Tables, MapBox), group projects, critiques, and class discussions. Weekly readings and assignments will build skills and reinforce concepts introduced in class. The course will culminate in the development of a group project. Guest lectures by faculty across campus will allow students to comprehend the breadth of applied geospatial thinking in today's research arena. The course is part of Wesleyan's Digital and Computational Knowledge Initiative and is aimed at students with limited or no prior GIS experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC239 Proseminar: Network Analysis

Seminar leaders from physics, political science, psychology, and chemistry, as well as outside speakers, will introduce participants to network analysis and explore its applications across different topics and disciplines. The purpose of the course is to enable participants to use network analysis in their work and facilitated collaborations across disciplinary lines. In addition to the regular class meetings, we will schedule hands-on workshops for participants to become familiar with appropriate software and further develop their computing skills.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CIS239**

Prereq: **None**

QAC241 Introduction to Network Analysis

This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis and learn how to use the software (e.g., network analysis and GIS libraries in R) and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **CIS241**

Prereq: **None**

QAC250 Topics in Journalism: Introduction to Data Journalism

This course serves as an introduction to the field of data journalism. Students will learn to apply the processes of a data scientist to journalism using the R software platform. Through case studies and practical assignments, students will gain knowledge of data journalism's rich history and potential, while practicing modern, hands-on methods in acquiring, exploring, analyzing, and reporting about data. By the end of the course, students will be able to produce polished data stories and be prepared to continue pursuing their interests in either journalism or data science.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **CSPL250, WRCT250**

Prereq: **None**

QAC251 Data Visualization: An Introduction

This course will introduce students to the principles and tools necessary to present quantitative information in a visual way. While tables and graphs are widely used in our daily lives, it takes skill to deconstruct what story is being told. It also takes a perceptive eye to know when information is being misrepresented with particular graphics. The main goals of the course are for students to learn how to present information efficiently and accurately so that we enhance our understanding of complex quantitative information and to become proficient with data visualization tools. Beginning with basic graphing tools, we will work our way up to constructing map visualizations and interactive graphs. This course will require a substantial amount of computation in R. No prior programming experience is necessary, but learning does require willingness and time.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Identical With: **CIS251**

Prereq: **None**

QAC260 Special Topics in Computer Science

This course is designed for nonmajors who wish to pursue some topic in computer science beyond introduction to programming. Topics will vary according to the instructor.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP260**

Prereq: **COMP112**

QAC261 Project-Based Programming for Research

This project-based course will introduce students to programming in the context of research design, data visualization, and analysis of big data, focusing on the essential concepts and tools needed to carry out research and problem solving and to keep abreast of new technologies. We will survey these topics by combining scientific problems and modern programming approaches, and students will learn the fundamentals of programming required for structuring and conducting research.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC381**

Prereq: **None**

QAC282 Economics of Big Data

"Big data" is a popular buzzword that describes techniques using very large datasets, often from nontraditional sources. Many technology firms essentially base their businesses on big data; Google, Facebook, and Amazon are all examples. Increasingly, there are opportunities and pressures to employ these techniques in other areas of the economy and society such as government, health care, and education. This course examines big-data analysis techniques and how they relate to conventional economic statistics; the effect of big data on the economy, society, and privacy; and practical methods of big-data analysis using the R statistics package.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON282**

Prereq: **ECON101 OR ECON110**

QAC301 Statistics Education Practicum

This course will serve students who are pursuing their undergraduate degree in a variety of disciplines but who want to expand their skills in statistics and applied data analysis in preparation for a future career. It will also serve students who are currently pursuing independent, quantitative research at the undergraduate or graduate level. The course will center on personal interaction in support of introductory statistics students. Active peer mentoring and supporting experiences will be based on the theory that good teachers (and learners) of statistics need to be developed, as opposed to being trained. In line with this theory, this hands-on course will provide an intensive opportunity to build specific knowledge regarding teaching and learning in the area of data-driven statistical inquiry. Students enrolled in this course will (1) attend statistics-mentoring development sessions (one hour per week); (2) provide one-on-one support for introductory statistics students during workshop-oriented class sessions (three hours per week); (3) lead small group-mentored meetings for five to six statistics students (one hour per week); and (4) monitor and critique progress on applied data assignments (one hour per week). In addition to these hands-on experiences, students will pursue a project aimed at furthering the field of statistics education. Projects may take the form of course evaluation, content/conceptual curriculum development, or translation of educational statistical software materials. Similar to QAC380 (Introduction to Statistical Consulting), this course is aimed at providing students with an opportunity to enhance their statistical skills beyond the introductory level.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **None**

QAC302 Political Science by the Numbers

This course covers the basics of probability theory and statistics. The main purpose of this course is to promote the understanding of statistical concepts and how these concepts can be used to make inferences about the political world. Topics include probability distributions, correlation analysis, linear regression, generalized linear models, maximum likelihood, logistic regression, causal inference, experiments, and non-parametric modeling. Lectures will mainly cover theory, while readings will connect the concepts described during lecture to problems in political science. Whenever possible, the instructor will draw upon research in political science to illustrate the why and how of a given concept or technique. Demonstrations will allow students to "play around" with abstract statistical concepts. Most lectures will have an interactive component involving class participation. Problem sets will cover some of the more technical aspects of what we discuss in class along with applications using real data.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT367**

Prereq: **GOVT366**

QAC307 Experimental Design and Causal Inference

The course provides the foundations and statistical thinking to design, collect, and analyze experimental data and introduces appropriate techniques for observational data when causal inference is the objective of the analysis. Throughout the course, we introduce and compare various experimental designs. We will discuss sample size and power calculations as well as the advantages and disadvantages of each of these designs. With observational data, we will explore difference-in-difference models, propensity score matching techniques, regression discontinuity designs. This course gives students the opportunity to develop further their computational skills as we learn how to describe, interpret, control, and draw inferences from experimental and observational data.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **CIS307**

Prereq: **QAC201 OR PSYC200 OR MATH132 OR ECON300**

QAC311 Longitudinal Data Analysis

Work across different fields, from medicine and public health to social sciences and education, often involves the collection and analysis of longitudinal data-- combination of cross-sectional and time series (repeated measures for the unit of observation) data. This rich data structure provides opportunities to explore questions that could not be addressed with simpler data sets, but at the same time requires special considerations because we are analyzing observations that are not independent. The course introduces students to appropriate graphical exploration of the data and the specification and estimation of fixed and random-effects models. It also develops the basic framework for difference-in-differences models and explores their applications.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **[QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280] OR [QAC380 or PSYC395] OR ECON300 OR [GOVT367 or QAC302] OR PSYC200**

QAC312 Hierarchical Linear Models

Research questions cannot always be explored by collecting data with independent observations. Sometimes this is due to limitations or constraints

on the data collection method, and other times our questions pertain to data that are measured at both the individual and group levels (e.g., patients from different hospitals or students from different schools that belong to different districts). Hierarchical linear models (HLM), also called multi-level or mixed models, explicitly model such nested data structures and address analytical and estimation issues not accounted within the framework of the classical linear model. Using data sets from different fields of study (e.g., education, medicine, and health) students will learn to formulate multilevel research questions, estimate and critically examine HLM applications.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **[QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280] OR [QAC380 or PSYC395] OR ECON300 OR [GOVT367 or QAC302] OR PSYC200**

QAC313 Latent Variable Analysis

The course is an introduction to latent variable modeling. Students will learn the fundamental statistical methods for structural equation modeling (SEM), including principal component analysis, confirmatory factor analysis, path analysis, and SEM for both quantitative and binary observed variables. In addition, students will learn the basic components of SEM, such as assumptions, testing model fit and indices of fit, testing competing models, estimation methods, and issues in model identification. Students will learn to develop structural equation models using AMOS, R, and/or Mplus statistical software.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **[QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280] OR [QAC380 or PSYC395] OR ECON300 OR [GOVT367 or QAC302] OR PSYC200**

QAC314 Survival Analysis

Survival or event history analysis focuses on modeling and analysis of time-to-event data--such as onset of a disease; duration of a strike; failure of a biological, physical, or social system; or recidivism). This course introduces students to survival and hazard functions, the analysis of censored data using parametric and non-parametric estimation methods; compares survival curves for different groups; and discusses competing risk models. The emphasis is on the applications of the different methods with the objective of broadening computational skills in R and/or SAS and to reinforce statistical writing and communication. These skills will be applied to a variety of problems in political science, public health, engineering, and medicine.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Prereq: **[QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280] OR [QAC380 or PSYC395] OR ECON300 OR [GOVT367 or QAC302] OR PSYC200**

QAC323 Bayesian Data Analysis: A Primer

This course introduces the applied principles of Bayesian statistical analysis. The Bayesian paradigm is particularly appealing in research where prior research and historical data are available on parameters of interest. This course will teach students appropriate techniques for analyzing data of this nature as well as broaden computational skills in R. The course will lay the foundation for Bayesian data analysis that students can use to further develop skills in decision making.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **CIS323**

Prereq: **MATH132 OR ECON300 OR [GOVT367 or QAC302]**

QAC344 Advanced GIS and Spatial Analyses

A geographic information system (GIS) is a powerful database that allows for the collection, manipulation, analysis, and presentation of spatially referenced data. GIS technologies facilitate natural science, social science, and humanities research and any other project that uses location-based data. This course will focus on individual projects conducted within a collaborative learning framework. Each student is responsible for developing and producing a semester-long project focused on advanced spatial data analyses and/or advanced cartographic design using a GIS. Students will enter the course with an individual or small team (2--3 students) project in mind. The project may be a component of a senior thesis, work on a faculty member's research project, a community-based service-learning project, and so on. Course sessions will be a mix of studio time for projects (e.g., work time, critiques), skill development (e.g., lectures, student-led skills-training sessions), and intellectual advancement (e.g., guest speakers, conference attendance). Specific skills-training sessions will be determined by components of each project.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES380, E&ES590**

Prereq: **QAC231 OR EES322**

QAC380 Introduction to Statistical Consulting

In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and interpersonal skills necessary for effective statistical consulting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC, NSM-QAC**

Identical With: **PSYC395**

Prereq: **MATH132 OR ECON300 OR PSYC200 OR [QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280]**

QAC385 Applications of Machine Learning in Data Analysis

The course provides a broad overview of machine learning algorithms and focuses on their application in data mining. Building on a basic background of regression analysis, and following a learning-by-doing approach, students are introduced to data mining tools and techniques that are used to identify patterns and relationships in large and complex data. While the emphasis is on intuition and application rather than theoretical results, through different case studies, students are introduced to the fundamentals of the different methods and learn how to conceptualize a problem, analyze it using appropriate tools, and communicate their results.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **QAC211 OR [PHYS221 or QAC221 or CIS231] OR ECON300 OR [GOVT367 or QAC302] OR MATH231 OR MATH232**

QAC386 Quantitative Textual Analysis: Introduction to Text Mining

We encounter computerized processing of text in almost every field of life. Google tries to infer the meaning of our search queries, online review engines try to extract information about what products are popular with the users, and across different fields scholars analyze text for insights into the processes and phenomena they study. This course will introduce you to the skills necessary to

mine text for information and knowledge. You will learn how to use R to retrieve text from a variety of sources, how to use regular expressions to identify which pieces of text are useful to your study, and how to use techniques from data mining to analyze the processed text to extract information and for classification and prediction.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Prereq: **QAC211 OR ECON300 OR [GOVT367 or QAC302]**

QAC401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

QAC402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

QAC419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

QAC420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

QAC492 Teaching Apprentice Tutorial, Undergraduate

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

RELIGION (RELI)

RELI127 Catholicism and Ideology in the Hispanic World

Catholicism has played a number of roles in the cultural politics of the Hispanic world, appearing as a place of national being, resistance, and conservatism. In this course, we will read a number of texts from different periods and national contexts with a view to understanding how writers and intellectuals from Spain, Latin America, and the U.S. engage with Catholicism and the historical conditions under which they do so.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LAST**

Identical With: **FIST127, LAST127**

Prereq: **None**

RELI151 Introduction to the Study of Religion

The purpose of this course is to introduce students to the academic study of religion. We will focus on religious communities in and outside the United States but will offer neither an overview of American religious history nor a survey of global religious diversity. Rather, we will use a series of empirical case studies to explore theoretical issues in the study of religion. Among other topics, we will examine the construction of religion as a conceptual category, anthropological

approaches to religious difference, theories of religious experience, the interpretation of religious texts, and the place of religion in politics, society, and culture. Together, these discussions will offer a set of descriptive, analytical, and explanatory tools for understanding the role of religion in the contemporary world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI201 Introduction to The Hebrew Bible (Old Testament): From Canaan to Canan

This course will offer students an introduction to the Hebrew Bible, or Tanakh, one of the three core scriptures of Judaism. The Hebrew Bible not only provides the mythic prehistory of both humanity and the Jewish people, it is also one of our best and most complete texts for understanding the world of ancient southwest Asia and the people who inhabited it. Approaching the Bible from a historical, critical hermeneutic allows students to analyze the information on the page as a separate data set from the religious or theological meaning of the page to various groups. In addition to reading selections from all three sections of the Tanakh, students will also read noncanonical or apocryphal texts and discuss the reasons why these texts were not included in the Tanakh, although some of them are included in versions of the Old Testament. Students will also read various secondary texts to help them better understand issues of biblical authorship, the archaeology that helps us better understand the world of the Bible, and the social and political pressures that shaped the text into what we know today.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **MDST203, CJST244**

Prereq: **None**

RELI204 Judaism(s): Religion, Power, and Identity in Jewish History

This course will offer students an intensive survey of the major currents in Jewish social, political, intellectual, and religious history, while focusing in particular on what it means to be a Jew in the 21st-century. The course explores how Jews are a culture, ethnicity, nation, nationality, race, religion, and more and how Jewishness gets constructed differently across different times and contexts. The course looks both locally and globally at the plurality of Jewish identities. Students will read primary historical texts from prominent Jewish thinkers and writers, as well as texts written about Jews by non-Jews.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CJST241**

Prereq: **None**

RELI205 Hindu Lives

Through fiction, autobiography, biography, art, a comic book, a city, and a village, this course explores some of the myriad understandings of what it is to be Hindu. In an effort to introduce students to Hindu culture and religion, a number of approaches shall engage the questions, What is Hindu dharma? and What is it to be Hindu? The class will also investigate the issue of "Hinduism," a term created in the 19th century to identify a Hindu "religion" rejected by many 21st-century Hindus. This issue expresses just one of many arising from the Indian experience of contact with the West. Overall, the course immerses students in the lives of Hindu individuals and communities so that we, as a class, can draw our conclusions about Hindu practices and meanings in different political, mythic, social, and cultural contexts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI206 Neo-Confucian Chinese Philosophy

This course will present critical discussion of issues central to Neo-Confucian (11th--19th centuries CE) philosophers that in many cases are still central in Chinese thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL259, CEAS256**

Prereq: **None**

RELI208 The Buddha: His Life and Teachings

Few human beings have had as much impact upon the world as Siddhartha Gautama Shakyamuni, known to us as the Buddha. This course looks closely at the world he inhabited, the ways he transformed it, and the body of work left behind after a lifetime of teaching. Beginning with challenges of interpretation and literary sources, the course consists of equal parts historical and doctrinal investigation of the classical texts of the Pali Canon. We seek to get a sense of both the man behind the myth and the meaning of his message, while appreciating in the process the extent to which all such investigation is shaped by one's own cultural and historical viewpoints.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI211 Religion, Peace, and Violence: Muslim, Hindu, Christian, and Secular Politics

Why did Martin Luther King Jr. believe that Christianity could cure American racism, while Malcolm X thought the religion promoted it? If Islam is a religion of peace as advocated by many Muslims, how do we understand the so-called Islamic State's reign of terror? How has Hindu nationalism led to violence against Muslims and Christians if Mahatma Gandhi demonstrated the essential tolerance of Hindu traditions? Secularists often claim that removing religion from politics creates a more peaceful society, yet the most violent states in the past century have been professedly secular ones. This seminar looks to explore the complexities of present-day religions and politics by investigating specific case studies in Egypt, India, France, and the U.S. While developing a better understanding of Muslim, Christian, Hindu, and secular traditions (no background in these necessary), we will develop analytic tools to critically comprehend the political dynamics of modern religions and the religious dynamics of contemporary politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI212 Introduction to the New Testament

The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the New Testament. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of early Christianities. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will, therefore, focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of

critical skills in reading and understanding the New Testament. In the process, we will necessarily engage secondary scholarship and wider theoretical interests, thereby providing students with a general introduction to the academic study of religion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **MDST214**

Prereq: **None**

RELI214 Buddhism and the Body: Desire, Disgust, and Transcendence

This is a course about the body and the various ways that Buddhists have constructed, disciplined, despised, and venerated the human body. We will explore the Buddhist body in its various incarnations: the disciplined monastic body of monks and nuns, the hyper-masculine body of the Buddha, the sacred corpses of saints, the body given away in sacrifice, the body as marker of virtue and vice, the sexual body, the body transformed in ritual, and the body as understood in Buddhist medicine. Careful attention to ancient and modern Buddhist writing should enrich our understanding of what it means to inhabit a human body.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **FGSS215**

Prereq: **None**

RELI215 Politics and Piety in Early Christianities

The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. This course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender; experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **MDST215, CCIV212**

Prereq: **None**

RELI216 Jesus Through Jewish Eyes

In this course, we explore the visual and textual representations of the vexed relation between Jews and Christians throughout history. Looking at the various ways in which Christianity and Judaism define themselves vis-à-vis the other allows us to understand what mechanisms of cultural appropriation, subversion, and hidden polemics are at work. Special attention will be given to the figure of Jesus as a point of artistic and theological contention. How do artistic representations change our understanding of religious themes? What is at stake for each religion in the encounter with the other? What are the political implications of theological debates? Is this dialogue needed, or even possible, in our post-secular age?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CJST216**

Prereq: **None**

RELI217 Jewish Graphic Novels

This course will explore issues in Judaism and the Jewish experience through the medium of the graphic novel. Students will not only gain proficiency in critically reading graphic novels and sequential art, they will also gain a grasp on some of the major issues in Jewish history including (but not limited to) immigration, life in America, the Holocaust, and Israel/Palestine.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **CJST243**

Prereq: **None**

RELI218 The Cosmos of Dante's Comedy

This course provides an in-depth introduction to Dante Alighieri's 14th-century masterpiece as a point of entry to the history of Western literature, philosophy, and science. The core of the course consists of an intensive study of Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include: representations of the afterlife; the soul's relation to the divine; concepts of modernity and antiquity in the Middle Ages; notions of authorship and authority during the 13th and 14th centuries; vernacular poetics and the medieval genre system; the culture and materiality of manuscripts in the Middle Ages; gender and genre in Dante and the 12th- to 14th-century lyric; intertextuality and imitation; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; and the reception to Dante's work from the 14th-century to present. The course combines a close analysis of Dante's literary strategies with exercises in critical writing and in multimedia translation and adaptation, aimed at prompting critical reflection on the ways in which present cultural practices are built upon the practices of the past. This course is conducted in English; no previous knowledge of Italian is required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST226, ITAL226, COL234, MDST226**

Prereq: **None**

RELI220 Modern Christian Thought

This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through mystical liberation, black, feminist, womanist, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **COL220**

Prereq: **None**

RELI221 Islam and Muslim Cultures

This course provides an introduction to Islam and Muslim societies. No background is required. Using a variety of in-depth case studies, the course familiarizes students with many of the beliefs and practices many Muslims associate with Islam and examines commonalities and diversity in how Muslims live their religion. While paying particular attention to peoples and places in South Asia, the Middle East, and the U.S., the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI227 Jews and Muslims: Perceptions and Polemics

The current state of Jewish-Islamic relations is tragically fraught with mutual suspicion and competing historical narratives that are manifest as much in the religious as in the political arena. In the midst of this fractious debate, it is sometimes forgotten that Jews have for centuries been a vital presence throughout the Islamic world and have contributed in rich and dynamic ways to Islamic civilization right up to contemporary times. This course explores the intricate relationship of Jews and Muslims from the rise and formative periods of Islam in the Middle Ages to the mass exodus of Middle Eastern and North African Jewish communities in the 20th century to the religiously and politically explosive tensions in contemporary times. The course will consider not only the complex dynamics of communal relations in the past, but the human, cultural, and political ramifications of this vital historical relationship in the present. We will explore Jewish-Muslim relations through religious texts, historical documents, memoir literature, music, and film.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI228 Classical Chinese Philosophy

Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL205, CEAS261**

Prereq: **None**

RELI229 Tibetan Buddhism: From Ancient India to Shangri-la

This seminar will explore the philosophies and practices of Tibetan Buddhism as well as the ways Tibetan Buddhism has been mythologized by Tibetans and non-Tibetans alike. We will begin with a review of Indian Buddhism, placing particular emphasis on Tantric thought and practices. We will then focus on the subsequent development and core practices of Tibetan Buddhism's key schools, drawing on careful analyses of histories, myths, biographies, and religious discourses. Finally, we will explore the ways in which Tibet and Tibetan Buddhism have been mythologized in the minds of Westerners and others. We will pay especial attention to the intersection of these imaginings with contemporary Tibetan nationalist movements to apply our insights to the analysis of present-day realities. Readings will draw from primary Buddhist texts, histories, autobiographies, and scholarly journals and will be complemented by in-class film screenings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CEAS343**

Prereq: **None**

RELI230 Cinematic Encounters: Muslims and/in/of the West

Examining contemporary films by Americans, Britons, Egyptians, Indians, Pakistanis, and Afghans offers the opportunity to challenge the simplistic binaries of West vs. Islam upon which popular representations often rely. Themes that will be explored include Muslim emigration, European imperialism and colonialism, religion and secularism in the formation of national identity,

terrorism and state violence, representation of gender differences, and the problem of multiple identities. Films will include "The Kingdom of God," "The Battle of Algiers," "Of Gods and Men," "Baby Doll Night," "The Beauty Shop of Kabul," "Restrepo," "Khuda ke Liye," "My Name Is Khan," "Babel," "AmericanEast," and "Brick Lane," plus episodes of "Battlestar Galactica."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI232 Religions of China: The Ways and Their Power

In this course, we examine the religious worlds of China from antiquity to the present. Not only will we read key works of Chinese philosophy from the Confucian, Daoist, and Buddhist traditions, we will also investigate how these traditions find expression in art and architecture, poetry and prose, and in the lived realities of Chinese history. In this exploration of Chinese religions, we will pay special attention to the question of what "counts" as religion, to the role of the state in defining and establishing Chinese religions, and to the power of new religious movements to intervene dramatically (and sometimes violently) in Chinese history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **CEAS344**

Prereq: **None**

RELI233 The People of the Book: Jewish Cultures and Jewish Canons

Jewish cultures and Jewish canonical literatures have long existed in a mutually reinforcing and creative tension. This course is designed as an introduction to Jewish cultural and religious canonical literature, from biblical antiquity to modern times, through the lens of the religious, political, and social contexts of Jewish history. We will trace the evolution of Jewish literature from its origins in ancient Israel to its reinvention in modern America, paying careful attention to the process of evolution and expansion by which new ideas and changing sensibilities were either integrated with, or broke from, the voices of the past as they responded to the challenges of the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI236 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment--roughly, the half millennium between the second and seventh centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA291, HIST277**

Prereq: **None**

RELI238 Jewish Mysticism: Literature and Legacy of the Kabbalah

Mysticism challenges our conventional modes of experiencing reality and describing the mystery of being. It transcends commonplace distinctions between the sacred and the profane and upends traditional definitions of the human and the divine. Mystical contemplation and meditative practice have long occupied a central role in the Jewish religious tradition and have succeeded in transforming and remaking that tradition in every generation. This course will examine the central teachings and ongoing legacy of Jewish mysticism from its classical origins to modern times, with special emphasis on Kabbalah, Hasidism, and modern movements of Jewish renewal. We will consider the questions and controversies that defined Kabbalah and Hasidism in their formative contexts and the reasons for their revival among Jews and non-Jews alike in our day.

In our study of Jewish mysticism, we will take the core texts of the mystical tradition as our starting point while paying close attention to alternative forms of creative expression, from poetry and storytelling to music and dance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI239 Modern Shamanism: Ecstasy and Ancestors in the New Age

The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, its role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **REES282**

Prereq: **None**

RELI240 Religion in the Roman Empire

This course is an introduction to the religious practices of ancient Rome, from the Republic to the Empire and its conversion to Christianity. Attention will be given to the gods and their veneration, divination and sacrifice, religion and the family, religion and the state, and official attitudes toward foreign cults.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI242 Buddhism: An Introduction

This course is an introduction to Buddhism in its major historical variations. Using both selected secondary sources and primary texts in translation, we will study Buddhist traditions from the life of the Buddha through Buddhism's spread from India to Southeast, Central, and East Asia. We will then examine how Buddhism was studied and spread in the West, paying particular attention to the role of colonialism. Finally, we will address the role of Buddhism in a number of modern and ongoing conflicts and peace movements around the world, including the Parliament of World Religions, Japanese nationalism, the Sri Lankan civil war, and Tibetan sovereignty.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **HA-RELI**Identical With: **CEAS242**Prereq: **None****RELI250 Islamic Movements and Modernities**

The so-called Islamic State grabs headlines daily with criminal acts primarily committed against other Muslims, but also against non-Muslims. Its violence has overshadowed even al-Qaeda and the Taliban in media coverage. This seminar will track the development of these groups as well as the many more Islamic movements that reject violence and seek peaceful social change. Indeed, many Muslims object to the name "Islamic State" because they recognize the group as neither Islamic nor a legitimate state. The seminar examines how specific Muslim communities in the Middle East, South Asia, and the U.S. have engaged the modern conditions of Western imperialism, nationalism, and globalization and shaped their own forms of modernity. The seminar also investigates the increasingly digital, transnational, and intercultural realms of Muslim experiences.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Prereq: **None****RELI253 Islamic Civilization: The Classical Age**

This course surveys the historical development of Islamic civilization from the time of the Prophet Muhammad to the rise of the "gunpowder empires" of the 16th century. Special emphasis will be placed on the unique cultural forms this civilization developed and the emergence of Islam as a world religion. This course primarily deals with the political, intellectual, and social history of the Muslim peoples of the Middle East and only secondarily with Islam as a system of religious belief.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST231, MDST251**Prereq: **None****RELI259 Islam and/in the West**

Is there a clash of civilizations between Islam and the West? What distinguishes the two and why the conflict? This course, which assumes no familiarity with Islam, explores these questions and the assumptions underlying them. Through a historical and thematic exploration, we will delve into the notions of difference and the interests these have served, as well as the cultural, religious, and political dimensions of interaction at specific historical moments. These will include Arab imperialism, the Crusades, the Spanish Reconquista, European imperialism, Zionism, Islamist revivalism, Western Muslims, and the War Against Terror.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Prereq: **None****RELI261 Jewish History: From Biblical Israel to Diaspora Jews**

Can we trace an "authentic" Jewish identity through history, as distinct from many "cultures" of Jews in the multitude of times and places in which they have lived? This course provides an overview of major trends in Jewish civilization from biblical times through the early modern era (to approximately the 17th century), with this and related questions in mind, by engaging in close readings of traditional Jewish sources, on the one hand, and seeking contextual understandings of Jews and Judaism within various non-Jewish settings, including polytheistic, Christian, Zoroastrian, and Muslim host cultures, on the other.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **HIST247, MDST247**Prereq: **None****RELI268 Anthropology of Black Religions in the Americas**

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period?

This course will pay special attention to the yearly ritual cycle and its attendant festivals: Christmas, carnivals, Lent, Easter, saints' days, feasts, and pilgrimages, as well as the emergent spiritual and aesthetic traditions such as Capoeira and Rara. We will study Orisha religions such as La Regla de Ocha, or Lukumi, in Cuba and the Latino U.S.; Candomble in Brazil; Vodou in Haiti; and Garifuna traditions and spiritism in Puerto Rico.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **AFAM387, LAST268, ANTH267**Prereq: **None****RELI270 Magical Money and Enchanted Capitalisms**

In the early days of the 20th century, Max Weber foresaw that with the rise of capitalism and modernity, the world would become increasingly disenchanted. Now, with the turn of the 21st century, people all over the world experience capitalism as a realm of enchantment. In Malaysia, ghosts possess factory workers; in South Africa, capitalism produces zombies; and in Bolivia, mines eat their miners. Instead of Weber's "iron cage," we live in a world of "voodoo economics" where Korean shamans conduct ceremonies to bless new businesses, Russian psychics curse business competitors, and prosperity theology preaches that God will make you rich. This class explores the enchantment of the financial sphere, combining theory on the disenchantment of modernity (Max Weber) and commodity fetishism (Karl Marx, Sigmund Freud, William Pietz) with ethnographic accounts of how capitalism and the economy become mystified and enchanted.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Prereq: **None****RELI271 Secularism: An Introduction**

This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment texts to its contemporary incarnations. We begin with philosophical arguments for the separation of church and state as well as the utopian ideals of secular humanism. We then trace how these underpinnings were embodied in state-sponsored atheism in the Soviet Union, as well as in liberal democratic principles in the U.S. and Europe. Finally, we examine critiques of the secular project, focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **REES216**Prereq: **None**

RELI272 Thinking After the Holocaust

The Holocaust is an epoch-making event that challenges many ideas about the modern world, human nature, and God. In this course, we examine some of the difficult questions raised in the aftermath of this catastrophe: Can one adequately represent such a catastrophe in words and images? What is the relation between modern bureaucracy and genocide? How have Jewish thinkers answered the question: Where was God during this dark period? Is it possible to forgive such atrocities, and if so, who has the right of forgiveness? In our search for answers, we will engage various sources, including philosophical and theological texts, films, and memorial sites.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CJST272**

Prereq: **None**

RELI273 Vodou in Haiti--Vodou in Hollywood

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Voodoo. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AFAM273, AMST283**

Prereq: **None**

RELI274 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the sixth century)--the period known as late antiquity--the Roman West presents a fascinating picture of cultural change. In this course we will study the period (fourth to sixth century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity--especially the changes to the city of Rome--and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV275, HIST250, MDST275**

Prereq: **None**

RELI275 Religions Resisting Modernity

Why did the Taliban forbid television? Why do creationists reject evolution? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout

the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, Mohandas Gandhi, the Branch Davidians, and Egyptian Islamicists each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. Ultimately, the course will challenge our very understandings and expectations of modernity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI276 The Gospels and Jesus

In this examination of the history and literature of the earliest writings about Jesus, attention will be given to the literary forms used in the composition of gospel literature, the social and religious functions of the traditions, the role of imagination in the production of gospel texts, and the diversity of interpretations of Jesus in the early church. Readings will focus on the Gospels of Matthew, Mark, Luke, John, Thomas, and "Q."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI277 Arts of Zen in East Asia

Zen, a school of Buddhism that originated in China and later spread to Japan and Korea, is considered a gateway to East Asian thought and a force that challenges modern materialism. The nature of abstraction, spirituality, and enlightenment can best be approached through the arts associated with this religious school, which include ink painting, calligraphy, ceramics, architecture, and garden design. In this course, we will discuss how the ideas of Zen were elucidated in the visual arts by looking at major works from the 13th through the 20th centuries. We will also examine the ways in which artworks were incorporated in the practice of Zen rituals, especially those related to meditation and the tea ceremony. In addition, we will explore the meanings of pictorial and literary ko'an and how they form visual and textual riddles based on allusion and wordplay. Through a comparative approach, we will analyze the development in the form, style, and iconography of Zen art in East Asia, while tracing the history of Zen Buddhism and its underpinning philosophical concepts related to enlightenment, emptiness, and beauty. The goal of this course is to form an in-depth appreciation for the arts of Zen in their historical, philosophical, and cultural context.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA277, CEAS288**

Prereq: **None**

RELI278 American Jewish Humor

This course is a look at American Jewish history through one particular lens--that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor that has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will read some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances, and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should, in the end, be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CJST278, AMST292**

Prereq: **None**

RELI279 Liberation Theology and Pentecostalism in the Americas and Africa

This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in Africa and the Americas often choose evangelical Protestantism? For evangelical Christianity, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas and Africa, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing race, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on the U.S., Colombia, Brazil, Haiti, and Zimbabwe.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **LAST306**

Prereq: **None**

RELI280 Mixed in America: Race, Religion, and Memoir

This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered "mixed." How has being multiracial or bi-religious changed in the course of history in this country? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage; gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AFAM282, AMST242**

Prereq: **None**

RELI285 Religion and National Culture in the United States

This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that continue to haunt both the study of religion and political life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of contemporary religious developments, including New Age

formations and the growing presence of Buddhism, Hinduism, and Islam, and the continuing centrality of religion(s) in the national culture.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST236, HIST236**

Prereq: **None**

RELI286 The Examined Life: Religion and Philosophy on the Art of Living

What kind of life is worthy of a human being? How do you examine what W. B. Yeats called "the dark corners of your own soul" with the same scrutiny you give the world around you? To live a noble life is the most critical challenge we face as individuals, the courage to confront ourselves and our most cherished assumptions, and to face the world, in turn, as a conscious steward. To live an examined life, as Socrates implored over 2,400 years ago, is to be actively engaged in the world and to take ownership of our choices. It is to live in the sacred space between thought and action, truth and justice, philosophy and life. Both philosophy and religion, for all their differences, ask the same perennial questions of humanity: How do you create a flourishing human life? Philosophy is not the possession of wisdom, but the love of wisdom, an orientation to truth and justice constantly in the making, demanding renewed devotion to conscious living. Diverse religious traditions, in turn, define the religious life as the striving for sanctity and human wisdom, in short, a way of life in harmony with the deepest truths of existence. In this seminar, we will explore classics of religious thought and Western philosophy as complementary responses to the deepest questions of humanity and the quest for a noble life. We begin at the beginning, with Socrates' challenge that the unexamined life is not fit for a human being, and explore how this challenge was put into practice in medieval and modern times. We will conclude with contemporary philosophers, both religious and secular, who challenge us anew to live up to the ancient Socratic ideal.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI288 Buddhism in America: The Dharma Comes to Main Street

The American understanding of Buddhist ideas and acceptance of Buddhist practices, which has been growing slowly for some time, has quickened significantly in the last few decades. In this course we examine this process, from its early phases in the 19th century, through the impact of population displacement and increasing spiritual diversity in the 20th century, to the virtual explosion in the current century of creative engagement between Buddhism and a wide range of fields. We cover such topics as environmentalism; physical and mental health; issues of conflict resolution, social justice, race, and gender; practices relating to optimal performance, end-of-life care, and prison ministry; and the emerging fields of cognitive science, contemplative studies, and the philosophy of mind.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI289 Indigenous Religions: Politics, Land, Healing

From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography,

fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **REES289**

Prereq: **None**

RELI290 Pantheologies: Animal, Vegetable, Mineral, World

Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of Western philosophers and theologians who have considered "matter" to be lifeless, dark, and feminine, which is to say as different as possible from "God." This course will explore this generalized panic over pantheism--in particular, the anxieties it encodes over gender, race, nationality, and class--before turning to contemporary constructive pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, antiracist, and ecological stakes of these theories? Properly conceived, what is pantheism, and is it ultimately distinguishable from atheism?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **FGSS290**

Prereq: **None**

RELI291 From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness

Many Jews, Christians, and Muslims view Jerusalem as a "sacred" place. But what does this mean? How does a place--or an object or person--become sacred, holy, revered? Is Ground Zero sacred? If so, how do we compare the destruction of an office building that makes part of Manhattan sacred and Native American efforts to protect venerated sites from "development" that they describe as "desecration"? When does a stone sculpture become an embodiment of a Hindu deity? Using examples such as Jewish, Christian, and Muslim views of Jerusalem, Lakota Sioux recognition of revered places and wicasa wakan (medicine men), and Hindu engagements with divine images, this seminar will explore these questions through readings and site visits to a temple, mosque, and church. This course is made possible by a grant from the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in this seminar do not necessarily reflect those of the National Endowment for the Humanities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **ARHA239**

Prereq: **None**

RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion

Throughout the medieval period in Europe, philosophy and theology were thought to be compatible, if not completely coextensive. With the dawning of modernity, however, a distinction of mutual suspicion began to emerge between the secular and sacred disciplines. Broadly speaking, "philosophy of

religion" is the effort to evaluate the claims of revelation and reason in terms of one another, revealing either consonance or dissonance between the two. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, and Romantics. Themes to be explored include proofs of God's existence--along with refutations of those proofs and rebuttals to those refutations--the problem of evil, religious ethics, religious experience, the possibility of a universal religion, and the relationships between monotheism, race, ecology, and gender.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **PHIL282**

Prereq: **None**

RELI296 Judaism and the Politics of Identity

The extraordinary diversity of Jews and Jewish expression in the modern period defies simple categorization. Secularism and history are as much a part of the politics of Jewish identity as are religion and race. How has Jewish identity been defined historically, and who decides who is a Jew today? How is Jewish identity defined and debated among the Jews of the Middle East, India, China, and sub-Saharan Africa? How is Jewish identity negotiated in the State of Israel? How have secular ideologies impacted the construction of Jewish identity in recent times? This course will examine the diversity of Jewish cultures and the paradigms and politics of Jewish identity on a global scale.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI298 Religion and History

This course will examine some ways that scholars have understood the role of religion in history. Readings will reflect a wide variety of theoretical, theological, and disciplinary perspectives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST323**

Prereq: **None**

RELI299 Imagining Communities: National Religions and Political Rituals

From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course

of the semester that will be combined into a final research paper and class presentation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **REES299**

Prereq: **None**

RELI301 Jesus and the Gods: Christianity and the Religions of Antiquity

This course will focus on the politics and methods of comparison in order to reveal how thinkers have described the myths and practices of early Christianity as they relate to the religions of ancient Israel, Greece, and Rome. In reading carefully a wide range of ancient texts and modern scholarly discussions, we will be thinking on several levels at once. That is, we will learn about the gods and ritual practices of ancient Greece and Rome and also think critically about the agendas of the many writers--from Plato to Thomas Jefferson and beyond--who described them for their own purposes. How did Jesus of Nazareth come to be understood as a god, who dies and rises, in a world brimming with gods? Why was he remembered as a philosopher and a martyr, like Socrates? How--and with what motives--did writers throughout history compare Jesus with the priests and kings of ancient Israel or with the gods and goddesses of the Hellenistic Mystery Religions? What is the place of Demeter, Isis, and Osiris in the history of religion? How did early Christians understand their rituals of death and resurrection in terms of rebirth, salvation, and martyrdom? Considering themes and theories of piety and sacrifice, purity and prophecy, wisdom and narrative, ethics and philosophy, mythmaking and cultural critique, we will ask how the politics of comparison and classification have shaped not only our understanding of Jesus and Judaism, ancient Greece and Rome, but also the construction of "Judaism" and "Christianity" as religions--and the very category of religion itself.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI302 Kierkegaard: An Advanced Seminar in Absurdity

Throughout Kierkegaard's "pseudonymous authorship"--a set of books written by different characters he dreamed up to remove the burden of authorship from himself--we encounter the possibility that from the perspective of ethics, philosophy, and even religion, the truth will seem ridiculous. Truth, for these pseudonymous authors, takes the form of paradox, that reason and common sense can only call "absurd." Of course, it is no surprise that a paradox seems absurd; if it is not absurd, it is not a paradox. For the pseudonyms, it is therefore either the case (1) that truth is paradoxical, exceeding the realms of ordinary thinking and existing, or (2) that it is not. If it is not, then the absurd is simply absurd and both philosophy and religion are right to reject it. But if truth "is" paradoxical, then we are faced with the problem of thinking the unthinkable, communicating the incommunicable, and getting serious about absurdity. In this seminar, we will wrangle some of these pseudonyms' best-known, most exciting, and crankiest books, along with a few of Kierkegaard's signed, vitriolic attacks on the established church.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Prereq: **None**

RELI304 God After the Death of God: Postmodern Echoes of Premodern Thought

The proclamation is well known: Nietzsche's madman cries throughout the marketplace that "God himself is dead, and we have killed him." This message has appeared on magazine covers, T-shirts, and coffee mugs--but what, exactly, does it mean? Which "God" is it that "we" have killed, and how? Even more

puzzling, how is it that Christian thought is not entirely disabled by this claim? This advanced seminar will explore various post-Nietzschean attempts to come to terms with the eclipse of the very source of traditional Christian thinking and will track the ways in which these strategies resonate with premodern, mystical theologies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **MDST305**

Prereq: **None**

RELI307 Ritual

Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches of studying ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will be required to do practical fieldwork observations of rituals so that they can put these texts in dialogue with their research experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **ANTH303**

Prereq: **None**

RELI308 Funny, You Don't Look Jewish: Race, Gender, Sexuality, and Judaism

This course will give advanced students the opportunity to engage deeply with critical current issues in Judaism, including race, gender, and sexuality. In both the U.S. and Israel, issues of Jewish whiteness (or not), straightness (or not), and maleness (or not) dominate conversations about the direction Judaism will take in the 21st century and how Judaism can remain relevant in an increasingly globalized and secularized world. Students in this course will read contemporary scholarship on those who have been traditionally pushed to the margins of Judaism and will be asked to wade into murky ethical waters as they think about the power of naming and who has the authority to determine "in" and "out."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **FGSS313, CJST308**

Prereq: **None**

RELI310 Constructing Hinduism and Islam

What is Hinduism? What is not? Is Islam a religion or a way of life? What is the difference? The meanings of few words are as greatly contested as is "religion." For Western (primarily Christian) observers, Hinduism and Islam have acted as foils for their self-perceptions of faith, practice, modernity, and culture. More significantly, Western scholars of religion, in the course of their studies, have influenced the self-understanding of those who identify themselves as Hindu and Muslim while, undeterred, many Hindus and Muslims have advocated their own practices, beliefs, and sensibilities. The concept of religion continues to play a significant role in both nation formation and international affairs. Using theory critiquing the category of religion, we will explore the application of this term by Westerners in South Asia and the Middle East and investigate the continuing debate regarding the identities of these religions both by those within and outside these traditions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **HIST276**

Prereq: **None**

RELI311 Ethnicity, Religion, and Class in the Middle East and the Balkans

The dissolution of empires, Ottoman and Soviet, produced dramatic changes in the economic and social structure of the Middle East and the Balkans, leading to the emergence of new, competing social identities. This course will examine issues of nationalism vs. religious identities; class struggle vs. anti-Western struggle; and the changing role of the minorities, both religious and ethnic, in the larger society in the 19th- and 20th-century Middle East and Balkans.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST311**

Prereq: **HIST234 OR HIST228**

RELI312 Indigenous Religion and the New Age: Inspiration or Appropriation?

Is imitation the sincerest form of flattery? This course examines the way in which indigenous religious practices, images, and ideas become appropriated into New Age religion. In *GOD IS RED*, Native American philosopher Vine Deloria Jr. argued that indigenous religion is superior to western Christianity and the Christian West has much to learn from it, but many indigenous people understandably object when their practices are copied by outsiders, decontextualized, and used to make a profit. Where is the line between respectfully learning from and disrespectfully appropriating? Why are indigenous practices so appealing to the New Age? How do New Age desires intersect with the needs and desires of contemporary indigenous practitioners, as well as national legal structures and neo-liberal economies? What are the contexts within which decontextualized indigenous practices and ideas become re-contextualized as New Age? We will read and deconstruct the classic manifesto of New Age spirituality *THE TEACHINGS OF DON JUAN*, examine the Ayahuasca patent case, and consider questions of intellectual property, cultural appropriation, and spiritual tourism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM312, AMST312**

Prereq: **None**

RELI315 Ethics and Action in the Buddhist Cosmos

We often think about nirvana, or "enlightenment," as the ultimate goal of Buddhist practice. But the reality is much more complex. Buddhist traditions imagine a huge range of positive outcomes for moral behavior: immediate material benefits, rebirth in a better body or in a wealthier family, and enjoyment of gold-paved heavens or eternally blissful Pure Lands. In this seminar we will read Buddhist scriptures, commentaries, biographies, narrative anthologies, and scholarly works that trace the many ways of thinking about ethics, action, and rebirth in the vast Buddhist cosmos. We will tour Buddhist heavens and hells, Pure Lands and political dystopias, as well as the complex worlds of Buddhist modernity. Along the way we will begin to think about key issues in the study of religion: narrative and ethics, magic and material culture, cosmology and sacred presence, modernity and globalization.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CEAS345**

Prereq: **None**

RELI319 Zionism: A Political Theology

This seminar examines the political theology of Zionism by focusing on the intersections of secular aspirations and theological notions embedded in the ideology and practice of the national Jewish mission. To this end, the seminar is designed to explore the modern concept of political theology. In analyzing a range of selected primary and secondary sources, it will also bring this concept to bear on an understanding of the Zionist secular adaptations of theological concepts, such as heresy, faith, inner experience, and redemption. Finally, the seminar will focus on how this type of political-theology informed the national Jewish language, symbolism, literature, social institutions, and social and political imagination.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM319, CJST319**

Prereq: **None**

RELI330 American Utopias in the 19th Century

This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect nation-state has been a persistent and recurrent feature in American history. This seminar explores precursors in the long 19th century to more recent utopian theory and experimentation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AMST330, HIST330**

Prereq: **None**

RELI348 Magic, Sex, and Scholasticism: Tantric Traditions in Asia and Beyond

The word "tantra" conjures many images: ritual feasts on illicit substances, sexual union in the service of religious transformation, alchemical journeys, and explorations of the erotic, the terrifying, and the sublime. But what precisely did tantra look like in practice? Were the worlds of tantra imagined by marginal outcasts? Monastic elites? Or were they just the wild fantasies of Western imperialists? In this course, we will immerse ourselves in the worlds of tantra, through scriptures, ritual manuals, and art. We will read scholarship on tantra to probe the social and philosophical contexts in which tantra thrived. Finally, we will investigate the history of Western encounters with and appropriations of tantra, from Aleister Crowley to Sting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **FGSS348**

Prereq: **None**

RELI350 Women and Buddhism

This seminar will seek to investigate the complex and changing status of women in relationship to Buddhist doctrine and practice. Using Buddhist texts that present traditional views of women as well as a variety of contemporary materials that reveal aspects of the lives of Buddhist women in ancient and contemporary times, we will attempt to understand the values and concerns that drive, restrain, and/or empower such women.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **FGSS264, CEAS350**

Prereq: **[RELI242 or CEAS242] OR RELI151**

RELI351 Debate and Destruction: Jews and Christians in the Middle Ages

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290. We will also look at how the Jews are depicted in subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (all in translation) as well as English, giving us a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the popularity of Jewish-Christian debate as a literary form, the Crusades, gender roles and gender fluidity, Jewish and Christian apocalyptic programs, and the curious afterlife of Jews in Middle English literature..

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL351, MDST351, CJST351**

Prereq: **None**

RELI355 Mystical Traditions in Islam

Muslim scholars today often condemn the mystical traditions of Sufism as being un-Islamic. But for almost 1,000 years, mysticism provided an alternative voice to Muslim believers. This course will explore the origins and development of Sufism and its extraordinary impact on the cultural life of Muslims over the past millennium.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST337**

Prereq: **None**

RELI372 Jewish Politics, Jewish Power

What has Judaism to do with politics? Is there such a thing as a Jewish political tradition before the establishment of the modern State of Israel? This course will take a close look at the history of Jewish political thought and the implementation of Jewish power, both in the past and in the present. We will begin with an overview of the current debate over religion and politics and how it impacts the case of Jewish statehood. We will then look at the roots of Jewish power in antiquity and the development of political thought in classical and medieval Jewish sources before turning to the challenges and controversies associated with modern Jewish politics and statehood and the ambiguous relationship between religion and politics. In addition to numerous sources from the Jewish tradition, we will explore the implications of Jewish power and powerlessness in contemporary Jewish literature and film.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI373 Religion, Science, and Empire: Crucible of a Globalized World

The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **SISP373**

Prereq: **None**

RELI375 Relic and Image: The Archaeology and Social History of Indian Buddhism

This course investigates the social history and material culture of Indian Buddhism from the fifth century BCE through the period of the Kushan empire (1st--3rd century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and then turns to consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodh Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA381, CEAS381, ARCP380**

Prereq: **None**

RELI377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others? The semester will be divided into four sections. The first will explore the dominant, or "inflationary," version of the big bang hypothesis in relation to the Christian doctrine of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast "multiverse" in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies--that is, theories that posit a rebirth of the cosmos out of its fiery destruction--in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle "decides" upon a position. We will examine these varied cosmologies of multiplicity, not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **SISP377**

Prereq: **None**

RELI379 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **FGSS309, AMST379**

Prereq: **None**

RELI385 Performance Studies

Performance Studies introduces students to theories from the fields of aesthetics and cultural studies to help them examine how particular uses of the body, space, and narrative intersect to inform our experience of "performance," broadly defined. A reading- and writing-intensive seminar, Performance Studies prepares students to develop in-depth research on a topic of their choice. They may experiment with archival and library research, analysis of live performance, and analysis of documents of various kinds, including visual materials. In class, we will look at a wide range of public events and use the frame of performance studies to engage the interplay between real and fictional in both artistic productions and performative contexts. This seminar is appropriate and recommended for students with a background in either performance (theater, dance, music, performance art) or ritual/cultural studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA316**

Prereq: **None**

RELI391 Religion and the Social Construction of Race

In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (1) the intersections of race and religion as a process in which power plays a pivotal role; and (2) the means through which communities form collective identities. We will read a range of historical analysis and primary source materials from the U.S. and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary U.S. relationship to the Middle East.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AFAM280, AMST391**

Prereq: **None**

RELI393 If there is no God, then everything is permitted?" Moral Life in a Secular World

In Fyodor Dostoevsky's *The Brothers Karamazov*, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption

has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity. One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French *laïcité*, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST395, REES344**

Prereq: **None**

RELI395 The Anthropology of Religion

What do we study when we study religion? We can observe practices, record speech, examine objects and actions—but what do these things tell us? If religion is about belief, what can we say about belief from documenting actions? Perhaps we must conclude that religion is not about belief, but if so, are in danger of "explaining away" the very phenomena we seek to understand? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief in order to critically reflect on the role of methodology and research design in the study of religion and the social sciences more broadly. How do we know what we know? How do we plan research in order to find out what we want to know? The course has a significant methods component. Students will be expected to do field research exercises in a local religious community and prepare a methodology research proposal for a fictional or real project as a final assignment. Methodological exercises will be interspersed with ethnographic texts that allow us to reflect on how religion is studied, experienced, and explained. Students planning theses or other research projects with an ethnographic component, in any social science field, may use the class and the final assignment to conceptualize and plan their projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **ANTH395**

Prereq: **None**

RELI396 Performing Jewish Studies: History, Methods, and Models

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the field of Jewish studies, models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **HIST313, CJST313**

Prereq: **None**

RELI398 Majors Colloquium in Religious Studies

This course is designed to teach us how to reflect critically upon the theories, methods, and discourses that constitute the academic study of religion. We will be concerned with current studies in history and the history of religions, the interpretation of texts, anthropology, cultural studies, and feminist theory. Our task is to understand and assess how scholars of religion make critical judgments. And so, since the building blocks of argumentation remain constant—definitions,

classifications, data, and explanations--we will seek to identify and evaluate each scholar's principles of selection, means of description, stipulation of evidence, use of comparative categories, and methods and models of argumentation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

RELI401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

RELI404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

RELI408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

RELI409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RELI420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

RELI466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

RELI467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

RELI468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

RELI469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

RELI478 Buddhist Art of Asia

This course is a study of the philosophical underpinnings, use, and social significance of select genres of Buddhist art in India, China, Tibet, and Indonesia. Special attention will be given to ways of representing Buddhist concepts, values, and practices through visual narrative strategies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Prereq: **None**

RELI483 Constructions and Re-Constructions of Buddhism

Is Buddhism a philosophy? A mind science? An ancient mystical path? A modern construct? This seminar will evaluate a variety of answers to these questions by exploring how Buddhism has been understood in colonial and postcolonial periods. Our primary-source materials include Orientalist poetry, Zen essays, Insight Meditation manuals, 21st-century films, and contemporary academic critiques. We will examine the shape Buddhism takes in these works and turn to recent scholarship to discuss how romantic, imperialist, anti-modern, nationalist, therapeutic, and scientific frames depict one of today's most popular religions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CEAS245**

Prereq: **None**

RELI491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

RELI492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

RELI495 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

RELI496 Research Apprentice, Undergraduate

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **Cr/U**

RUSSIAN (RUSS)

RUSS101 Elementary Russian I

This beginning course in Russian language teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian. Because of the intensive workload, the student earns 1.5 credits for this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.50**

Gen Ed Area: **HA-REES**

Prereq: **None**

RUSS102 Elementary Russian II

This beginning course in Russian language teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian. Because of the intensive workload, the student earns one and half credits for this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.50**

Gen Ed Area: **HA-REES**

Prereq: **RUSS101**

RUSS201 Intermediate Russian I

This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. The readings used for analysis of the verb system are classic short stories by Chekhov, Tolstoy, Zoschenko, and others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **(RUSS101 AND RUSS102)**

RUSS202 Intermediate Russian II

Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. Readings for the course (short works of Russian prose and poetry) will be listened to as well as read.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **RUSS101 AND RUSS102 AND RUSS201**

RUSS205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel

The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, EUGENE ONEGIN, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES205, RULE205**

Prereq: **None**

RUSS206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives insisting on moral absolutes to counter Soviet doctrine. Zamyatin's WE inspired BRAVE NEW WORLD and 1984; Bulgakov's MASTER AND MARGARITA remained hidden for 27 years; Solzhenitsyn dared to submit IVAN DENISOVICH during Khrushchev's Thaw--each decade has its characteristic masterpiece. (Students who wish to read excerpts from the course readings in the original Russian should see the instructor to enroll in a 0.5 credit tutorial.)

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES206, RULE206**

Prereq: **None**

RUSS209 The Fantastic: Hoffmann and Gogol (Russian)

This course will follow the evolution of realism in the first half of the 19th century starting with E. T. A. Hoffmann's effect on Pushkin's and Gogol's Petersburg stories. Through close reading, we will see how Russian authors of the naturalist school reworked the devices of German literature to create their own tradition. Conducted in Russian, the course is designed for both advanced students of Russian and native speakers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES209**

Prereq: **RUSS302**

RUSS212 The Short Course: Readings in 20th-Century Fiction

Supplementary to RUSS206, this course should ideally be taken concomitantly with it, since the readings will be excerpts from RUSS206 to be done in Russian. Designed for Russian majors to do advanced work with the texts they read in RUSS206, the discussion will focus on close stylistic analysis.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-REES**

Identical With: **REES212**

Prereq: **(RUSS202 AND [RUSS206 or REES206 or RULE206])**

RUSS220 Speak, Memory: The Russian Memoir

Memoirs offer a chance for the individual to make sense of his or her relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read priron

memoirs by Fyodor Dostoevsky and Eugenia Ginzburg; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam, Marina Tsvetaeva, and Joseph Brodsky; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own poetic world. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3--5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RUSS**

Identical With: **REES220, RULE220**

Prereq: **None**

RUSS222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

This course will trace the evolution of the idea of the literary double from its origins in German Romanticism, observing the degradation of the opposition between ideal and real into the struggle of good vs. evil. The entire process is parodied in Nabokov's *LOLITA*.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES222, RULE222**

Prereq: **None**

RUSS232 The Real McCoy: Constructing Identity

We are what we read: The critical reader has the ability to form his or her identity consciously, while literary characters are destroyed by failing to recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES232, RULE232**

Prereq: **None**

RUSS234 Woody Allen and the Russian Novel

In addition to parodies of other films, Woody Allen's films are full of literary references. We will read the great Russian novels that inspired some of them and analyze the way Allen transposes the Russian material. Will our analysis make the films even funnier? This course includes seven evening screenings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES234, RULE234**

Prereq: **None**

RUSS236 The Real McCoy: Constructing Identity

We are what we read: The critical reader has the ability to form his or her identity consciously, while literary characters are destroyed by failing to recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **None**

RUSS240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. In each class, we will discuss one or two literary works. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work. These discussions, along with work on English grammar and style as elucidated by Strunk & White and R. L. Trask, will inform students' own writing (four 5-page papers). We will read works in the realist tradition from the mid-19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; Babel's stories of the Civil War and of Jewish Odessa; Bulgakov's sketches of life as a country doctor; and Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES240, RULE240**

Prereq: **None**

RUSS250 Pushkin

This seminar is for students who are at or above the third year of language study. We will spend the semester reading *EVGENY ONEGIN* in the original Russian. Class discussions will be in Russian to the degree possible; some biographical reading will be in English. There will be regular listening assignments as well as written ones.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES284**

Prereq: **RUSS202**

RUSS251 Dostoevsky

Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES251, RULE251**

Prereq: **None**

RUSS252 Tolstoy

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES252, COL262, RULE252**

Prereq: **None**

RUSS255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe

This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's *RADETZKY MARCH*, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's *I SERVED THE KING OF ENGLAND*, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Milan Kundera's *THE UNBEARABLE LIGHTNESS OF BEING* refracts the Soviet domination of Czechoslovakia through the traumas and love affairs of a quartet of characters; in Witold Gombrowicz's *TRANS-ATLANTYK* and Aleksandar Hemon's *THE QUESTION OF BRUNO*, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES255, RULE255**

Prereq: **None**

RUSS260 Dostoevsky's BRAT'IA KARAMAZOVY

In this seminar devoted to close reading of the original text of Dostoevsky's 1879–80 novel, all students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class, we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. The class is conducted in Russian.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES260**

Prereq: **RUSS301**

RUSS263 Nabokov and Cultural Synthesis

This course will trace the development of Nabokov's art from its origins in Russian literature by close readings of the motifs that spiral outward through his (principally English-language) novels.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **COL265, REES263, RULE263**

Prereq: **None**

RUSS267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred

Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (Woody Allen, *MAD* magazine, Hot Fuzz) and parody

as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of *parodia sacra* (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of *parodia sacra* in Andrew Lloyd Webber and Tim Rice's *Jesus Christ Superstar*, and of restorative parody in Lin-Manuel Miranda's *Hamilton*. The course will also include discussion of legal issues raised by parody, in the case of *2 Live Crew / Roy Orbison* (which led to a 1994 Supreme Court decision, *Campbell v. Acuff-Rose Music*, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES267, RULE267**

Prereq: **None**

RUSS268 Pale Fire: Nabokov's Ingredients

We will spend the semester reading Vladimir Nabokov's novel *PALE FIRE* and the many texts it draws from. The characters in the novel have their own specific frames of reference: the American poet John Shade reads Alexander Pope and Robert Frost, while Charles Kinbote draws from a wide range of documents—the Elder Eddas, King Charles II's memoir of his escape, Boswell's *Life of Johnson*, etc. In the seminar, we will analyze the novel's conversation among subtext, character, and author through student presentations. Some critics consider Nabokov's novel to be post-modern; our collective analysis of the subtexts will help us examine that idea. Everyone is invited to discover further subtexts to present to the class; we can construct a subtext bank and post it on line. A Nabokov conference on campus towards the end of the semester will be part of the course work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES268, RULE268, COL263**

Prereq: **None**

RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

This course will include close reading and analysis of the works of Nikolai Gogol (1809–1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES277, RULE277**

Prereq: **None**

RUSS279 Theater of Anton Chekhov: Research, Analysis, and Performance

This course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all of Chekhov's plays including dramas, comedies, and vaudevilles. Videos of the world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-

known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA214, COL215, REES279, RULE279**

Prereq: **None**

RUSS301 Third-Year Russian I

This course reviews and reinforces grammar and develops speaking and writing skills while reading Russian literary texts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **RUSS202**

RUSS302 Third-Year Russian II

Conducted in Russian, this course will focus on reading and composition and on such topics as verbal aspect, functional word order, and word formation. The course requires language lab work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **RUSS301**

RUSS340 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, FIST290, GRST231,**

RULE340, REES340

Prereq: **None**

RUSS401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

RUSS408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

RUSS409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSS465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

RUSS466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

RUSS491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

RUSS492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

RUSSIAN LITERATURE IN ENGLISH (RULE)

RULE205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel

The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, *EUGENE ONEGIN*, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS205, REES205**

Prereq: **None**

RULE206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives insisting on moral absolutes to counter Soviet doctrine. Zamyatin's *WE* inspired *BRAVE NEW WORLD* and 1984; Bulgakov's *MASTER AND MARGARITA* remained hidden for 27 years; Solzhenitsyn dared to submit *IVAN DENISOVICH* during Khrushchev's Thaw--each decade has its characteristic masterpiece. (Students who wish to read excerpts from the course readings in the original Russian should see the instructor to enroll in a 0.5 credit tutorial.)

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS206, REES206**

Prereq: **None**

RULE220 Speak, Memory: The Russian Memoir

Memoirs offer a chance for the individual to make sense of his or her relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read prison memoirs by Fyodor Dostoevsky and Eugenia Ginzburg; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam, Marina Tsvetaeva, and Joseph Brodsky; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own poetic world. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3--5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RUSS**

Identical With: **RUSS220, REES220**

Prereq: **None**

RULE222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

This course will trace the evolution of the idea of the literary double from its origins in German Romanticism, observing the degradation of the opposition between ideal and real into the struggle of good vs. evil. The entire process is parodied in Nabokov's *LOLITA*.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS222, REES222**

Prereq: **None**

RULE232 The Real McCoy: Constructing Identity

We are what we read: The critical reader has the ability to form his or her identity consciously, while literary characters are destroyed by failing to recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS232, REES232**

Prereq: **None**

RULE234 Woody Allen and the Russian Novel

In addition to parodies of other films, Woody Allen's films are full of literary references. We will read the great Russian novels that inspired some of them and analyze the way Allen transposes the Russian material. Will our analysis make the films even funnier? This course includes seven evening screenings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS234, REES234**

Prereq: **None**

RULE240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. In each class, we will discuss one or two literary works. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work. These discussions, along with work on English grammar and style as elucidated by Strunk & White and R. L. Trask, will inform students' own writing (four 5-page papers). We will read works in the realist tradition from the mid-19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; Babel's stories of the Civil War and of Jewish Odessa; Bulgakov's sketches of life as a country doctor; and Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS240, REES240**

Prereq: **None**

RULE251 Dostoevsky

Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS251, REES251**

Prereq: **None**

RULE252 Tolstoy

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS252, REES252, COL262**Prereq: **None****RULE255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe**

This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's *RADETKY MARCH*, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's *I SERVED THE KING OF ENGLAND*, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Milan Kundera's *THE UNBEARABLE LIGHTNESS OF BEING* refracts the Soviet domination of Czechoslovakia through the traumas and love affairs of a quartet of characters; in Witold Gombrowicz's *TRANS-ATLANTYK* and Aleksandar Hemon's *THE QUESTION OF BRUNO*, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS255, REES255**Prereq: **None****RULE263 Nabokov and Cultural Synthesis**

This course will trace the development of Nabokov's art from its origins in Russian literature by close readings of the motifs that spiral outward through his (principally English-language) novels.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS263, COL265, REES263**Prereq: **None****RULE267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred**

Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (Woody Allen, *MAD* magazine, *Hot Fuzz*) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of *parodia sacra* (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of *parodia sacra* in Andrew Lloyd Webber and Tim Rice's *Jesus Christ Superstar*, and of restorative parody in Lin-Manuel Miranda's *Hamilton*. The course will also include discussion of legal issues raised by parody, in the case of *2 Live Crew / Roy Orbison* (which led to a 1994 Supreme Court decision, *Campbell v. Acuff-Rose Music*, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS267, REES267**Prereq: **None****RULE268 Pale Fire: Nabokov's Ingredients**

We will spend the semester reading Vladimir Nabokov's novel *PALE FIRE* and the many texts it draws from. The characters in the novel have their own specific frames of reference: the American poet John Shade reads Alexander Pope and Robert Frost, while Charles Kinbote draws from a wide range of documents--the *Elder Eddas*, King Charles II's memoir of his escape, *Boswell's Life of Johnson*, etc. In the seminar, we will analyze the novel's conversation among subtext, character, and author through student presentations. Some critics consider Nabokov's novel to be post-modern; our collective analysis of the subtexts will help us examine that idea. Everyone is invited to discover further subtexts to present to the class; we can construct a subtext bank and post it on line. A Nabokov conference on campus towards the end of the semester will be part of the course work.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **REES268, RUSS268, COL263**Prereq: **None****RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

This course will include close reading and analysis of the works of Nikolai Gogol (1809--1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS277, REES277**Prereq: **None****RULE279 Theater of Anton Chekhov: Research, Analysis, and Performance**

This course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all of Chekhov's plays including dramas, comedies, and vaudevilles. Videos of the world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-THEA**Identical With: **THEA214, COL215, REES279, RUSS279**Prereq: **None****RULE340 Reading Theories**

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts--language, identity, subjectivity, gender, power, and knowledge--and on key figures and schools such as Marx,

Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, FIST290, GRST231, RUSS340, REES340**

Prereq: **None**

RULE401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RULE402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES (REES)

REES205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel

The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, *EUGENE ONEGIN*, through the grotesque comedy of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS205, RULE205**

Prereq: **None**

REES206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives insisting on moral absolutes to counter Soviet doctrine. Zamyatin's *WE* inspired *BRAVE NEW WORLD* and 1984; Bulgakov's *MASTER AND MARGARITA* remained hidden for 27 years; Solzhenitsyn dared to submit *IVAN DENISOVICH* during Khrushchev's Thaw--each decade has its characteristic masterpiece. (Students who wish to read excerpts from the course readings in the original Russian should see the instructor to enroll in a 0.5 credit tutorial.)

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS206, RULE206**

Prereq: **None**

REES209 The Fantastic: Hoffmann and Gogol (Russian)

This course will follow the evolution of realism in the first half of the 19th century starting with E. T. A. Hoffmann's effect on Pushkin's and Gogol's

Petersburg stories. Through close reading, we will see how Russian authors of the naturalist school reworked the devices of German literature to create their own tradition. Conducted in Russian, the course is designed for both advanced students of Russian and native speakers.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS209**

Prereq: **RUSS302**

REES212 The Short Course: Readings in 20th-Century Fiction

Supplementary to RUSS206, this course should ideally be taken concomitantly with it, since the readings will be excerpts from RUSS206 to be done in Russian. Designed for Russian majors to do advanced work with the texts they read in RUSS206, the discussion will focus on close stylistic analysis.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-REES**

Identical With: **RUSS212**

Prereq: **(RUSS202 AND [RUSS206 or REES206 or RULE206])**

REES216 Secularism: An Introduction

This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment texts to its contemporary incarnations. We begin with philosophical arguments for the separation of church and state as well as the utopian ideals of secular humanism. We then trace how these underpinnings were embodied in state-sponsored atheism in the Soviet Union, as well as in liberal democratic principles in the U.S. and Europe. Finally, we examine critiques of the secular project, focusing on secularism as a *realpolitik* approach to governing multireligious societies and the idea of religious freedom as a universal human right.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI271**

Prereq: **None**

REES218 Imperial Russia, 1682-1917

This course will survey central issues in Russian history from Peter the Great's reign in the late 17th century to the Revolution of 1917, following Russia's development, expansion, and transformation. How and why did Russia come to dominate a vast Eurasian space? How did Russia's rulers exert control over the diverse cultures, languages, religions, and peoples that came under their influence? What role did national identity play in the relationship between the imperial center and its peripheries? In addition to exploring Russia's imperial legacy, the course will explore the classic problems in the study of Russian imperial history: the nature of autocratic rule and the attempts of Russia's leaders and thinkers to identify Russia's special path and overcome "backwardness"; the conflict between Slavophiles and Westerners to find a basis for Russian identity; the experience of revolutionary change in the political, social, and cultural spheres in the 18th through 20th centuries; late and rapid industrialization and urbanization; and the possibilities and limits of reform from within the system.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST218**

Prereq: **None**

REES219 Russian and Soviet History, 1881 to the Present

Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself. This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST219**

Prereq: **None**

REES220 Speak, Memory: The Russian Memoir

Memoirs offer a chance for the individual to make sense of his or her relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read prison memoirs by Fyodor Dostoevsky and Eugenia Ginzburg; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam, Marina Tsvetaeva, and Joseph Brodsky; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own poetic world. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3--5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RUSS**

Identical With: **RUSS220, RULE220**

Prereq: **None**

REES222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

This course will trace the evolution of the idea of the literary double from its origins in German Romanticism, observing the degradation of the opposition between ideal and real into the struggle of good vs. evil. The entire process is parodied in Nabokov's *LOLITA*.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS222, RULE222**

Prereq: **None**

REES232 The Real McCoy: Constructing Identity

We are what we read: The critical reader has the ability to form his or her identity consciously, while literary characters are destroyed by failing to

recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS232, RULE232**

Prereq: **None**

REES234 Woody Allen and the Russian Novel

In addition to parodies of other films, Woody Allen's films are full of literary references. We will read the great Russian novels that inspired some of them and analyze the way Allen transposes the Russian material. Will our analysis make the films even funnier? This course includes seven evening screenings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS234, RULE234**

Prereq: **None**

REES240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. In each class, we will discuss one or two literary works. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work. These discussions, along with work on English grammar and style as elucidated by Strunk & White and R. L. Trask, will inform students' own writing (four 5-page papers). We will read works in the realist tradition from the mid-19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; Babel's stories of the Civil War and of Jewish Odessa; Bulgakov's sketches of life as a country doctor; and Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS240, RULE240**

Prereq: **None**

REES251 Dostoevsky

Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS251, RULE251**

Prereq: **None**

REES252 Tolstoy

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels

with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS252, COL262, RULE252**

Prereq: **None**

REES255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe

This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's *RADETSKY MARCH*, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's *I SERVED THE KING OF ENGLAND*, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Milan Kundera's *THE UNBEARABLE LIGHTNESS OF BEING* refracts the Soviet domination of Czechoslovakia through the traumas and love affairs of a quartet of characters; in Witold Gombrowicz's *TRANS-ATLANTYK* and Aleksandar Hemon's *THE QUESTION OF BRUNO*, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS255, RULE255**

Prereq: **None**

REES260 Dostoevsky's BRAT'IA KARAMAZOVY

In this seminar devoted to close reading of the original text of Dostoevsky's 1879–80 novel, all students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class, we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. The class is conducted in Russian.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS260**

Prereq: **RUSS301**

REES263 Nabokov and Cultural Synthesis

This course will trace the development of Nabokov's art from its origins in Russian literature by close readings of the motifs that spiral outward through his (principally English-language) novels.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS263, COL265, RULE263**

Prereq: **None**

REES267 Parody: Humor, Artistic Evolution, and Restoration of the Sacred

Parody is a form of artistic expression that has played a major role in literary history, largely through its power of critical revision. According to Russian formalist theorists of the early 20th century, parody is a driving force in literary evolution. Linda Hutcheon's formulation, that parody is "repetition with critical distance, which marks difference rather than similarity," provides perhaps the broadest and most fruitful point of departure. The course will consider various definitions of parody offered by Russian and Western theorists. After examining parody as pure humor (Woody Allen, *MAD* magazine, *Hot Fuzz*) and parody as a tool of literary evolution (Gogol and Dostoevsky), we will study the more complicated case of "restorative parody," as exemplified in the medieval practice of *parodia sacra* (sacred parody), discussed by theorists Mikhail Bakhtin and Olga Freidenberg. We will look at the modern manifestation of *parodia sacra* in Andrew Lloyd Webber and Tim Rice's *Jesus Christ Superstar*, and of restorative parody in Lin-Manuel Miranda's *Hamilton*. The course will also include discussion of legal issues raised by parody, in the case of *2 Live Crew / Roy Orbison* (which led to a 1994 Supreme Court decision, *Campbell v. Acuff-Rose Music*, in which Justice David Souter offered his own definition of parody). At the end of the semester, students will present their own research or creative projects related to parody.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS267, RULE267**

Prereq: **None**

REES268 Pale Fire: Nabokov's Ingredients

We will spend the semester reading Vladimir Nabokov's novel *PALE FIRE* and the many texts it draws from. The characters in the novel have their own specific frames of reference: the American poet John Shade reads Alexander Pope and Robert Frost, while Charles Kinbote draws from a wide range of documents—the Elder Eddas, King Charles II's memoir of his escape, Boswell's *Life of Johnson*, etc. In the seminar, we will analyze the novel's conversation among subtext, character, and author through student presentations. Some critics consider Nabokov's novel to be post-modern; our collective analysis of the subtexts will help us examine that idea. Everyone is invited to discover further subtexts to present to the class; we can construct a subtext bank and post it on line. A Nabokov conference on campus towards the end of the semester will be part of the course work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS268, RULE268, COL263**

Prereq: **None**

REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

This course will include close reading and analysis of the works of Nikolai Gogol (1809–1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**Identical With: **RUSS277, RULE277**Prereq: **None****REES279 Theater of Anton Chekhov: Research, Analysis, and Performance**

This course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all of Chekhov's plays including dramas, comedies, and vaudevilles. Videos of the world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-THEA**Identical With: **THEA214, COL215, RUSS279, RULE279**Prereq: **None****REES280 Russian Politics**

The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. While the focus of the course is Russia, students will also study the transition process in the other 14 states that came out of the Soviet Union. Topics include political institutions, social movements, economic reforms, and foreign policy strategies. The course will include a role-playing simulation of Kremlin decision making that will run over several weeks.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-GOVT**Identical With: **GOVT274**Prereq: **None****REES282 Modern Shamanism: Ecstasy and Ancestors in the New Age**

The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of "archaic ecstasy," we examine the idea of the shaman, its role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **RELI239**Prereq: **None****REES284 Pushkin**

This seminar is for students who are at or above the third year of language study. We will spend the semester reading EVGENY ONEGIN in the original Russian. Class discussions will be in Russian to the degree possible; some biographical reading will be in English. There will be regular listening assignments as well as written ones.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-REES**Identical With: **RUSS250**Prereq: **RUSS202****REES289 Indigenous Religions: Politics, Land, Healing**

From wise old shamans to heroic pipeline protestors, the media is full of romantic representations of indigenous religion, but what do you really know beyond the stereotypes? If indigenous religion is just religion practiced by indigenous people, is it a category at all? Since the first days of colonialism the question of whether or not the "natives" have or are capable of having religion has had political consequences. This class introduces students to the historical and political contexts within which indigenous peoples practice their religions, and critically engages with popular stereotypes. Using ethnography, fiction, critical theory, and the instructor's own fieldwork materials, we will examine some of the criteria by which indigenous religious practices have been romanticized or judged lacking by outsiders: What does an oral tradition sound like? What does it mean to engage in place-based religion? What is a "noble savage," what are sacred sites, animate landscapes, and what are some of the ways indigenous peoples really do relate to the environment in radically different ways? What are some of the contradictions and complications of multiculturalism and the politics of recognition when it comes to indigenous populations? While this is not a survey course, students will be introduced to case studies of indigenous religious practices from North America, Australia, and Siberia.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **RELI289**Prereq: **None****REES299 Imagining Communities: National Religions and Political Rituals**

From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and World War II war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **RELI299**Prereq: **None****REES332 Stalinism**

This seminar examines the Stalin period in Soviet history, from the late 1920s to 1953. As one of the most brutal dictators of the 20th century, Stalin has

been at the center of historians' attempts to make sense of the Soviet Union, socialism, and totalitarianism. This course will not only examine the biography and personality of Stalin as the ruler and shaper of the Soviet Union, but also explore the political, social, cultural, economic, and intellectual life of Soviet socialism to gain a deeper understanding of the ways that people in the Soviet Union lived, worked, died, survived, fought in wars, and participated in the construction of a new civilization and way of life. The readings of this seminar will combine historians' conflicting interpretations of Stalin and Stalinism with fiction, diaries, memoirs, music, and films from the period.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST332**

Prereq: **None**

REES340 Reading Theories

In this survey of theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, and knowledge—and on key figures and schools such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, FIST290, GRST231, RUS340, RULE340**

Prereq: **None**

REES344 If there is no God, then everything is permitted?" Moral Life in a Secular World

In Fyodor Dostoevsky's *The Brothers Karamazov*, Dmitri Karamazov famously poses the question of what would happen to mankind "without God and immortal life," asking whether this means that "all things are permitted." Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and "godless Soviets," to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that transcendental authority is all that stands between us and moral abyss. When the atrocities committed by "totalitarian" regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity. One of modernity's master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French laïcité, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion's moral and spiritual function be performed by a different kind of belief system?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST395, RELI393**

Prereq: **None**

REES353 The Communist Experience in the 20th Century

Two decades have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace

the development of Communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST353**

Prereq: **None**

REES375 The End of the Cold War, 1981--1991

In the late 1970s and early 1980s, the relative stability that prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and more fundamentally, since the East and West German governments were formed in 1949) broke down. By mid-1982, well-informed figures in both Washington and Moscow feared nuclear war. Hostility between the two governments only intensified over the succeeding months. Yet by mid-1988, the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this profound transformation occur? This seminar will concentrate on this question. It will call into question both the liberal and the conservative explanations for these developments that have reigned in the United States over the past two decades. Students will read secondary works, memoirs of negotiators, and primary documents from both sides. In the concluding weeks, each student will do a research essay.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST375**

Prereq: **None**

REES401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

REES402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

REES407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

REES408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

REES409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

REES410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

REES411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

REES412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SCIENCE IN SOCIETY PROGRAM (SISP)

SISP109 Psychology and Technologies of the Self and Social World

The psychological sciences are generating novel and remarkable understandings of individual minds, social interactions, groups, and institutions, and these findings are being extended to benefit individual and social welfare. As we dwell in a world increasingly understood in psychological terms and managed through psychological technologies, crucial questions warrant attention. What are the implications of adopting these new understandings of self and others? Does this new knowledge change us and, if so, how? How do we assess the consequences of this knowledge as it is implemented in social practices? These questions guide our examination of cases where psychological knowledge has informed new practices and policies. The cases include research on decision-making, integration, positive psychology, psychopharmacology, stress, and attitudes. Also considered will be instances where psychological ideas have been implemented then challenged, including psychosurgery and token economies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC109**

Prereq: **None**

SISP113 Care and Suffering

In this introductory course, we will explore the production and representation of human suffering, in addition to the modes of care deployed by healers, kin groups, aid workers, and state actors to alleviate the suffering of others. We will begin by mastering dominant approaches within anthropology for studying affliction. We will then examine case examples of bodies in distress. We will discover that suffering is inherently social: it is shared, socially produced, and communicated through socially learned and sanctioned means. Suffering is also social in the sense that it often begs a moral response. With that in mind, we will turn our attention to different regimes of care--such as experimental, pharmaceutical, and humanitarian care--and explore their limitations, paradoxes, and transformative possibilities. Taken as a whole, the course will invite students to question the creation and reproduction of suffering, while at the same time critically reflecting on dominant norms and forms of "doing good. As a first-year seminar (FYS), this course will also guide and support students in fostering skills as academic researchers and writers. We will start from the position that college-level academic writing is its own genre, distinct from the kind of writing typically taught in high school, and that the steps required to hone this skill are

not always transparent, self-evident, or without challenges. As such, the course will include detailed instruction, regular in-class writing exercises, and three take-home writing assignments designed to introduce students to the main principles of successful academic writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH113**

Prereq: **None**

SISP118 Reproduction in the 21st Century

This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL118, FGSS118, PHIL118**

Prereq: **None**

SISP123 The Magic Bullet: Drugs in Modern America

Pharmaceuticals are a powerful presence in our daily lives. Turn on the TV for 15 minutes and you are likely to encounter numerous drug ads; scan the news headlines and you are sure to see reports on drug cost debates, latest miracle cures, or jarring tales of terrifying side effects. We look to drugs for everything from curing minor aches and pains to enhancing our personality. Are we hooked on the quick fix? What comes first--the drug or the condition that it is intended to treat? To begin to answer these questions, one first needs to understand something about the dynamic processes through which drugs are developed, manufactured, and marketed. These are the kinds of issues that will come up in the course, as exemplary of the questions that scholars in the social studies of medicine bring to their inquiries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP125 TechnoPrisons: Corrections, Technology, and Society

The United States currently incarcerates more of its citizens than any other nation, and most of them are members of disadvantaged social groups. How does our government practically accomplish mass incarceration? This first-year seminar (FYS) examines prisons as technologies and the role that specific technologies play in the U.S. prison system. To say that prisons are technologies means that prisons operate as an architectural system that is designed to hold people captive within enclosed social spaces. At the same time, prisons are the location for multiple kinds of technological systems including surveillance systems, biomedical technologies, classification and administrative technologies, and military technologies. This seminar introduces basic concepts within science and technology studies (STS), criminology, and sociology to investigate how prison happens.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP130 Science and Technology at the Supreme Court in Current Term

This seminar will introduce students to legal decisionmaking in the context of "disruptive" scientific and technical innovation by considering several cases that will be taken up by the U.S. Supreme Court this term that concern science and technology. To contextualize the specific factual and legal disputes in these

cases, students will learn about science, technology, and law as social institutions that shape each other and also shape their constituents and publics. The seminar will further consider the history and theory of the state monopoly on the use of force, which is what will be set into action by the enforcement of these court decisions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP202 Philosophy of Science

This course is a fast-moving introduction to some central topics in the philosophy of science, aimed at students with some college-level study of at least one natural science. Topics include the norms of scientific understanding or explanation; the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in the science; the significance of instrumentation, experiment, and artifice in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **PHIL287**

Prereq: **None**

SISP205 Sciences as Social and Cultural Practices

Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and has taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **PHIL288, ENVS205**

Prereq: **None**

SISP206 Theorizing Science and Technology

How is scientific knowledge created? This course explores knowledge production as a social process and introduces students to the puzzles that animate social studies of science and medicine. Students will consider, for example, how technologies, training, laws, demographics, and work practices affect what we take to be matters of fact. This course sets the groundwork for upper-level courses in SISP.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP215 Metabolism and Technoscience

This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC220**

Prereq: **None**

SISP217 Bioethics and Social Justice

Health has replaced salvation," wrote the 19th-century philosopher of medicine José Miguel Guardia. This course will examine the increasing importance that health, medicine, biotechnology, and health care systems have taken in contemporary societies. Dramatic changes in medicine allow us to prolong life and treat disease in previously unimaginable ways, even as these same changes open the door to new forms of exploitation, violence, racism, and oppression in the name of medicine itself. Our goal will be to grasp the ethical and philosophical significance of these contradictions. We will begin by examining some of the most prominent medical abuses of the 20th-century, including the Tuskegee syphilis trials and the lingering effects of eugenics and Social Darwinism. Then we will consider the mainstream response in U.S. ethics to these abuses--the creation and institutionalization of the discipline of bioethics--and the critics of this response. From there, we will reflect on the limits of the bioethics approach in light of the current global crises of health, life, and medicine. Readings will include selections from philosophical bioethics (including continental approaches, such as Canguilhem, Foucault, and Fanon), the history of medicine, the social sciences, and current journalism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL217**

Prereq: **None**

SISP221 History of Ecology

The word "ecology" has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and

to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST221, ENV221**

Prereq: **None**

SISP222 Disease and Epidemics in Historical Perspective

Disease and epidemics have been powerful agents of historical change as well as determinants of human development before the advent of historical records. In this lecture course we will examine how diseases have changed human societies over time, with special attention given to the place of disease-causing organisms, from viruses to parasites, in the ecological networks they make home. Yet at the same time, we will keep in mind the ways in which human society and culture also have important causal roles in human disease. HIV, for example, arose because of human interactions with animals but reached pandemic proportions, in part, because of cultural, social, and political forces.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST222**

Prereq: **None**

SISP225 Darwinian Fictions

This class tracks the discourse surrounding evolutionary science as it circulated through various spheres of American intellectual life in the decades after the Civil War. If the ideas proposed by Charles Darwin and Herbert Spencer fundamentally changed the way scientists and politicians understood the natural world and human beings' relation to it, these ideas would also influence the way writers understood the function of literature. Best summed up by Emile Zola's suggestion that, through literature, we are capable of "possess[ing] knowledge of man, scientific knowledge of him, in both his individual and social relations," authors during this period began to explore the literary possibilities of evolutionary science. By reading works of literature alongside influential scientific treatises, this course encourages students to think about the kinds of knowledge literary experience gives us access to, and the relationship between literary knowledge and other disciplinary forms that emerged at the turn of the 20th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL225, AMST257**

Prereq: **None**

SISP230 Anti-Psychiatry

This course will investigate anti-psychiatry, the social and scientific movement that has critically analyzed and opposed psychiatry as a field of medicine. No field of medicine is more deeply implicated in creating and legitimating human suffering than psychiatry, from the role that psychiatry plays in managing people's daily lives to the administration of the criminal justice system. We will ask how social and psychic traumas are transformed into discrete psychiatric disorders by exploring the cultural production of diagnostic criteria used to

diagnose and the psychopharmacological drugs that are used to intervene on mental states.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP235 Economies of Death, Geographies of Care

Living, dying, and care work are processes often governed by economic logics that render some lives killable and others grievable in global regimes of power. This course explores how theoretical frameworks of "economies of death" and "geographies of care" can help to illuminate how human and nonhuman lives, deaths, and systems of care are intertwined with economic logics. Whose lives are privileged over others and with what consequences? How are certain bodies made killable and others grievable? How do we understand and face care processes of death and dying, and how are these processes often geographically determined? How do we live and die well, give and receive care, and who has this privilege? This class interrogates these and other questions related to how we live and die with others in a multispecies world. With attention to race, gender, species, and other sites of perceived difference, students will gain a nuanced understanding of core themes related to fundamental processes of living, dying, and caring labor. This course asks students to theorize economies of death and geographies of care to understand the deeply political nature of life and death as differential moments on a continuum of being. We focus on key questions related to an affirmative politics of life--in other words, how we should live, how we care and for whom, and how we might foster nonviolent interpersonal life-affirming encounters. Students can expect to explore pressing contemporary issues such as mass incarceration and "social death"; climate change; valuing and commodifying life; breeding and raising nonhuman animals for food; plant consciousness; end-of-life care and euthanasia; and the role of marginalized bodies in biomedical research. The course will be primarily discussion-based.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS235**

Prereq: **None**

SISP238 Witnessing Animal Others: Mourning, Haunting, and the Politics of Animal (After) Lives

Witnessing, mourning, and haunting are frameworks that make political the lives and deaths of human and nonhuman others. Bringing these frameworks into conversation, this course will explore the following questions: What does witnessing and grieving animal lives and deaths show us about economic logics, racialization, and species hierarchies that form the foundation of contemporary social relations? How does the emotional become political in these contexts? What are the limits and possibilities of witnessing and mourning as political acts? How is witnessing distinct from spectatorship or voyeurism? What power dynamics exist in witnessing? What do different rituals or practices of mourning say about the mourner and the subject being mourned? What further action does witnessing or mourning provoke or demand? How do conceptualizations of haunting help to theorize and inform political practices of witnessing and mourning? Central to these questions is a consideration of the way histories track forward and haunt the present--how racialized, gendered, and anthropocentric histories shape contemporary social and economic relations. The course will use these theoretical frames to explore a series of empirical examples, such as: What does it mean to witness and mourn the settler-colonial histories that haunt the present in daily practices of ranching and farming animals for food? How are settler-colonial histories implicated in the phenomenon of animals killed on roads (innocuously termed roadkill) through the development of the U.S. railroad and interstate highway system

and through land use change and habitat destruction? What does witnessing the captive animal in the zoo tell us about the imperialist histories of the zoo where humans and animals have been exhibited? What does witnessing or mourning do for the ghostly specters of "spent" dairy cows (lively-yet-soon-to-be-dead commodities) moving through the farmed animal auction yard and for their commodity afterlives born through slaughter and rendering? How does art act as a form of witnessing, for instance, through photographers such as Chris Jordan documenting the afterlives of plastic in the bellies of albatrosses on Midway Island? Throughout the semester, we will use art, fiction, poetry, and memoir to explore these concepts of witnessing, mourning, and haunting in the context of animal lives and deaths. The course will be heavily discussion-based.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS238**

Prereq: **None**

SISP253 Science and/as Literature in Early Modern England

Seventeenth- and 18th-century England saw the development and popularization of the "new science." Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the literary reaction to these cultural changes. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end, William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature--considering, say, Francis Bacon's symbolically fraught "idols" and Robert Boyle's "literary technology," the role of poetry in spreading scientific ideas, and the importance of analogy and metaphor to the very logic of scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL253**

Prereq: **None**

SISP254 Science in Western Culture

This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called "science" and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments--such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought--and consider these ideas in the cultural contexts in which they developed to better understand how people have "done science" in different times and places. Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST254**

Prereq: **None**

SISP255 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST262, ENV255, ARHA262**

Prereq: **None**

SISP256 Race and Medicine in America

This course will trace ideas of race in American medical science and its cultural contexts, from the late 19th century to the present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced and helped to shape social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based. We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, and newspaper articles. Key concepts explored will include slavery's medical legacy, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, immigration and new technologies of identification, and intersections of race and disability.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST256**

Prereq: **None**

SISP258 The Evolution of Scientific Medicine

This course will follow the transformation of medicine from the art of healing to the science of disease. What kind of science has medicine become? How has the professionalization of medical practice and the commercialization of medical science altered our experience of being a patient and our understanding of health and illness? These questions will guide our exploration of both historical documents and analytical pieces from the vast scholarship on the social studies of medicine. Though much of the focus will be on the American context, a thorough exploration of these issues, particularly in the 20th century, will require us to venture far beyond our national borders.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine

psychological phenomena that were located, catalogued, and explained by these sciences, including irrationality, sexuality, cognitive powers, personality, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and the will. Attention is also given to the scientific grounds for investigating persons, the empirical evidence sought in the century-long process of discovering and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC259, AMST259**

Prereq: **PSYC105**

SISP260 Bioethics and the Animal/Human Boundary

In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries. We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST260**

Prereq: **None**

SISP262 Cultural Studies of Health

Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for social justice. This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process

called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC259, AMST272**

Prereq: **None**

SISP264 Social and Cultural Studies of Science

This course provides a survey of theories and methods attending the social and cultural study of science and technology. Students will consider the role of design (such as by engineers) and use (such as by consumers), and will learn historical perspectives that frame the question of whether scientific and technological innovation, and the social and cultural configurations involved, are really "new."

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP276 Introduction to History: Science in the Making: Thinking Historically About Science

This course introduces students to a range of perspectives--drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others--on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST176**

Prereq: **None**

SISP281 Post-Kantian European Philosophy

In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of modern science, its significance for understanding the world as distinctly modern, and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the place of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Marcuse, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation and assessment of texts and reasoning. This course meets the Social, Cultural, and Critical Theory Certificate's requirement in philosophical origins of theory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL258**

Prereq: **None**

SISP283 What Is Rationality?

What does it mean to be rational? Although this question has traditionally been the province of philosophy, reference to reason and rationality is also pervasive in the modern social and behavioral sciences. Humans are rational creatures--or, if they are not in practice, they should be. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time, and critically examining its significance in the sciences and broader culture today. From the role of reason in human flourishing and civic discourse in the ancient world, to early modern conceptions of logic as "the art of thinking," to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several interlocking themes: the relationship between reason and other facets of the mind, especially emotion; conceptions of reason as an evaluative vs. a calculating faculty; the role of reason in human judgment; the relationship between rationality and rules; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST283, PHIL154**

Prereq: **None**

SISP285 History of Science and Technology in Modern China

Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of those areas. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST386, CEAS222**

Prereq: **None**

SISP286 Philosophy of Mind

This class is a philosophical investigation into the nature of the mind. We will explore such questions such: What kinds of beings are capable of having mental states? Can non-human animals or computers think and feel? What is it to be conscious, and can the subjective, first-personal experience of consciousness be adequately captured by a scientific theory? How do our minds represent the world? By what mechanism do our thoughts, feelings, and desires get linked up to the things around us? We will ask these questions with the goal of shedding light on our nature as thinking, feeling beings, and on the relation of our inner lives to the physical world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL286**

Prereq: **None**

SISP300 Black Phoenix Rising: Death and Resurrection of Black Lives

The Black Lives Matter Movement has renewed our collective need to theorize the value of black lives within a deluge of death and disappearance in black communities. This movement is part of a deep transnational tradition in black

radical praxis that aims to transform scholarly, activist, and public discourse and public policies concerning the systemic and epistemic effects of institutional racism and the prospects for antiracist futures. How might we envision a black radical praxis that simultaneously recognizes the vitality of black lives and challenges the cultural ideas and social practices that generate and justify black people's death and suffering? This seminar traces a genealogy of black radical praxis that interrogates the necropolitics of race and positions this system of power against the prospect of thriving black people. In doing so, the course erects an interdisciplinary theoretical framework that features scholarship in critical race science studies, intersectionality, and transnational cultural studies as they inform how a black radical praxis can contribute to the uprising and raising up of black communities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM300, AFAM300**

Prereq: **None**

SISP303 Matter, Community, Environment

In recent years, it has become increasingly difficult to consider human communities without also considering questions of "nature" or "environment." Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no "nature" or "society"--only the anthropocene; and, drawing from the former two positions, object-oriented ontology conceives of ideas (such as "community" or "society") as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on "us" as humans in the first place but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM305, ENGL302, COL303**

Prereq: **None**

SISP304 Techno-Orientalism

This class analyzes the ways Asians and Asian Americans have been tied to science and technology, an association that may seem obvious but is understudied. Throughout the course, the overarching theme of techno-Orientalism will help frame discussions of cyborgs, globalization, digital industry, labor, high-tech education, and economics. Students will understand how and why Orientalism--or the Western sense of people from the East as dangerous enemies/exotic foreigners--gets warped in the technological age. Key issues include the preponderance of Asians in scientific fields and technological industries and the popular representation of Asians as robots or cyborgs. Our seminar will explore how U.S.-Asian transnational relations shaped the rise of Asian high-tech superpowers such as Japan, South Korea, India, Singapore, and China, as well as emergent powerhouses like Vietnam. The class will focus on the contemporary postmodern period, centering on the late 20th century to early 21st century. As an interdisciplinary seminar, we will cover the gamut of fields from sociology to literature to philosophy to technoculture studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST304**

Prereq: **None**

SISP305 Moral Ecologies and the Anthropology of Vitality

What is vitality? How is vitality nurtured? What hinders vitality? How might we participate in the flourishing of all life? This course will explore the "anthropology of vitality" to designate a body of emerging literatures in anthropology, science studies, religious studies, human geography, and ecological humanities centered on questions of the health, wealth, and vitality of communities understood to include both the human and the nonhuman worlds. Much of this literature is emerging in response to the intertwined global crises of social and environmental justice and a corresponding and urgent call for a new ethics. We will approach these concerns as an issue--moral ecology--in response to Michel Foucault's point in *THE ORDER OF THINGS* (1970) that "modern thought has never been able to propose a morality." The authors we will read work across the nature-culture ontological divide by expanding modes of reasoning to bring together, for example, medicine and ecology, ritual and environment, nature and morality, politics and religion, cosmology and pragmatism, gift exchange and the production of wealth, regeneration and death, knowledge and ethics.

Topics include the meanings of prosperity and vitality, moral idioms of nature, animism, epistemologies of embodiment, ecological and cosmological reasoning and systems of classification, relational ontologies, death, waste and pollution, ecology and healing, ritual and world making.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS305, ANTH303**

Prereq: **None**

SISP306 Disease, Health, and Power in Latin America, 1850--1990

When we think of historical change, we often look to people, wars, and discovery as key "moments" in history. Yet, we often overlook "biological" agents of change. Disease, next to man, has been one of the greatest changers in human history. Smallpox, for example, a disease that is now vaccinated, decimated Mesoamerican societies after the arrival of the Spanish to the Americas. In the late 1800s, developments in contagion theory spurred the development of the modern state and the professional medical field. Phrases such as, "hygiene," "germs," and "cleanliness" became common phrases that were given class, gender, and socioeconomic connections. The state equated healthy citizens as proper modern citizens and as examples of national development. Disease was equated with rural, economic, racial, and social backwardness that required transformation from the state. Often detrimental to long-term health, DDT spraying and the poisoning of the environment became common place. With the rise of globalization, diseases and health became global problems that united some nations and purposely excluded others. With this, the goals of "assisting" and "healing" became proxies for periods of neocolonialism and questionable medical testing among unsuspecting populations. This course will examine some of the most recent scholarship and provide students with an understanding of where the field of medical history in Latin America is heading.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST307**

Prereq: **None**

SISP307 The Economy of Nature and Nations

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and

economics share a common etymology: both words spring from the Greek *oikos*, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the *oikos* over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, the course explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST307, ENVS307**

Prereq: **None**

SISP314 Theories in Psychology

Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis; mid-range theories such as dissonance, mass action, script, and role theory; and contemporary theories emerging in social psychology, cognitive psychology, emotion research, and neuroscience.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC314**

Prereq: **None**

SISP315 The Health of Communities

Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. We explore the concept and history of social medicine, the importance of vocabulary and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at the Community Health Center (CHC) of Middletown.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC315**

Prereq: **None**

SISP316 Global Biopolitics

This advanced seminar explores health and disease as issues of global political importance. The course covers both the theoretical roots of the concept of biopolitics and empirical studies of biopolitics in action. We focus on some of the most salient contemporary issues within global health including the politics of clinical trials, population control, and infectious disease containment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP317 Disability, Embodiment, and Technology

In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations--from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)--transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference--including race, gender, and sexuality--work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world? To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship but also including perspectives from scholars of law, history, ethnography, queer studies, critical race studies, and science and technology studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST317**

Prereq: **None**

SISP318 Critical Global Health

What does it mean to approach global health as not an applied science but an ethnographic object? This course will explore this question by bringing critical, social science perspectives to bear on global health issues and interventions. This course covers three areas of scholarship. First, we will examine the processes by which social inequalities produce patterns of health and disease in globalizing contexts. This will be followed by an interrogation of the term "global health," in which we will trace its emergence as a discourse and enterprise and unpack its contested meanings. While some view global health as a clinical practice, others conceptualize it as a business, security concern, charitable duty, or human right; yet another camp probes the term's ideological construction. We will consider how such vantage points are underpinned by cultural assumptions and ethical agendas that, in turn, can determine how, and to whom, care is delivered. As a third area of inquiry, we will investigate the implications and unintended effects of doing global health by probing such questions as, When are good intentions not good enough? How useful is biomedicine for alleviating locally defined problems? Under what conditions does global health exacerbate the social inequalities it seeks to overcome?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH316**

Prereq: **None**

SISP320 Life and Death: Relations of Biopower and Necropower

This seminar is an advanced examination of how science and technology shape the politics of life and death. We will consider how science and technology have become handmaidens to human (and, in some cases, not human) life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the embodied, relational, and conceptual space between "alive" and "dead." Using theories of biopower and necropower as our guides, we will cover a diverse set of themes including sexual reproduction, birth, population, toxicity, decay, genocide, mortality, and the afterlife as they intersect with modern institutions of power. We will ask, How can we better understand the ways in which social institutions and actors deploy sciences and technologies to foster health or manufacture death?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC320**

Prereq: **None**

SISP321 BioFeminisms: Science, Matter, and Agency

This course rethinks feminism's relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include "new materialists" alongside other works on the "new biology" and the "new sciences," and we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, and Elizabeth Wilson, among others.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS321**

Prereq: **None**

SISP324 Race and the Enlightenment: A Historical and Philosophical Enquiry

It was during the Enlightenment Era (c. 1760-1800) that scientific reasoning, a belief in progress, and new claims on personal and political liberty swept away a tenacious medieval worldview. It was also during this era, however, that the notion of race crystalized in European and North American thought. Today, we still live with implications of this major shift, be it in classification schemes, anatomical prejudices, or ethnographical myths. This is particularly true for Africans or people of African descent. This class will bring some the Enlightenment's most prominent thinkers into dialogue with the emergency of the concept of race theory. In particular, we will focus on the clash between the Enlightenment era's belief that "all men were created as equals" and the various ways that the Black African came to be studied within "natural history" and various philosophical models. This historical backdrop will lead us not only to a discussion of the economic imperatives of human slavery but to a series of contemporary reflections on the status of the Enlightenment put forward by postcolonial critics. Note: This class is offered in the context of the Wesleyan's Center for the Humanities' "Grand Narratives/Modest Proposals" theme and speakers series during the Spring 2018 semester.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, CHUM324**

Prereq: **None**

SISP325 Sociology of Medicine, Health, and Illness

This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neomaterialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context and will pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of impairments as well as trends in psychiatry; and we will look at the emerging transnational trade in organs, cell lines, and

bioinformatics and consider how sociological frameworks can contribute to understanding these.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS325, SOC325**

Prereq: **None**

SISP328 Waiting: Bodies, Time, Necropolitics

This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpoint: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understand waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM328, FGSS329**

Prereq: **None**

SISP330 Race, Science, Gender, and Species

What does it mean to be human or animal? How are these socially constructed lines drawn, redrawn, enforced, and contested? How are categorizations and contestations surrounding humanity and animality a concern for feminist scholars? How does critical theory help us to understand the (at times) uneasy intersections--or "dangerous crossings," as Claire Jean Kim calls them--where race, species, gender, and theories of science intersect to formulate ideas about humanity and animality? What theoretical and practical possibilities arise from exploring these overlapping taxonomies of power? This course explores these questions, engaging in an ongoing conversation about how theories of science and law shape ideas about race, gender, and species. We will consider human and animal bodies in science and medicine. We interrogate how the human is a site of political contestation, articulated through colonial and racialized processes that render some lives human/subhuman/nonhuman within hierarchies of power and exclusion. Central to this uneven rendering of what it means to be human is the way law and legal processes criminalize and racialize human beings, and sustain anthropocentrism. Informed by these literatures, we move into exploring the possibilities and limits of posthumanism, with a particular emphasis on work that aims to decolonize posthumanist theory. Within these theoretical frameworks, we move into thinking about the boundaries of the human/animal body; the politics of being and becoming in multispecies worlds; how fraught cultural and political cases where race and species intersect are negotiated; what the "feral" can add to these entanglements of race, species, and gender; the intertwining logics of species, colonialism, and empire; and how different ways of being embodied can inform a politics of multispecies care. We will conclude our

work together for the semester with a collectively curated selection of readings, to be determined by our seminar.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS330**

Prereq: **None**

SISP338 Masculinities

This course examines masculinities and the psychology of men using theories and research findings. We survey a range of perspectives on men and masculinity, drawing from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, and queer theory. We will ask how the psychological attributes associated with men relate to private life and public spaces, and whether our enactments and conceptions of masculinity have changed over time. Exploration of these questions will be informed by both psychological research and close analysis of media representations; the course thus emphasizes methods for examining representations of masculinity in science and the media.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC338, FGSS338**

Prereq: **PSYC105 OR FGSS209**

SISP344 The Rise of the Neurosciences

This course examines the expansion and proliferation of the neurosciences from the early modern period to the present. We will investigate the recent claim that we are living in the midst of a "neuro-revolution" with vast social, political, and economic consequences around the globe. Yet at the same time, we will look to the past for similar moments of transition and transformation of the modern sciences abetted by experiments on the nervous system. Students will analyze texts from Descartes to Damasio, paying attention to the rhetorical explanatory power of certain epistemic objects and instruments--samples of brain tissue, synaptic networks, clinical case histories, and MRI scans--as well as the institutional power shifts that sanctioned research practices such as vivisection, phrenology, electrophysiology, and functional imaging. Through our reading of primary sources by philosophers and physicians and secondary sources by historians and sociologists, this course will explore what is at stake in the "neuro-turn," and why it provokes such a mixed reaction of hope and hype, then as well as now.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC344**

Prereq: **None**

SISP353 Health, Illness, and Power in America

In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the "modern" body. Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative

medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST353**

Prereq: **None**

SISP365 Nature Description: Literature and Theory

What happens to the world when we describe it using language? What happens to language? Do different modes of description and figurative language do different things to the world? Might we think of such modes--and the literary genres that offer them--as tools that help us approach and understand nature? And in what ways do these modes and the unexamined assumptions that structure them limit what we can see? How much can we really know about nature as it is, in itself, outside of our representational strategies? Further, how have modes of description changed over time, and what can we today learn from studying other ways of understanding how language reflects, touches, and transforms the material world? This course will grapple with big questions about nature, language, literary form, and human minds--as well as the complex interactions between and among these. We will seek answers by attending closely to both literary and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL367**

Prereq: **None**

SISP366 Bodies, Machines, and Meaning: Cultural Studies of the Sciences

Cultural studies of the sciences shift the focus of interdisciplinary science studies from understanding the sciences as producing and justifying knowledge to understanding them as meaning-making and world-transforming practices. Cultural studies attend to scientific meaning-making at multiple levels, and to the interactions among them: concrete material relations among bodies, technologies, and their settings or situations; verbal, visual, corporeal, mathematical, and other expressive performances; and social, cultural, or political institutions, practices, boundaries, and movements across and within them. Cultural studies of science also emphasizes political engagement with scientific practices and their broader cultural entanglements. This course explores what it means to do cultural studies of science, with a focus on three interrelated themes: alternative conceptions of what it means to make claims and reason about what happens in "nature"; case studies in how scientific meaning and understanding are embodied and prosthetically extended technologically; and some specific conceptual and material relations among scientific understandings of life, bodies, sex, reproduction, and being human.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL366**

Prereq: **None**

SISP367 Life of Modern Fact

Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST367**

Prereq: **None**

SISP370 Disease and Health in Modern Asia

While this course might seem highly focused and specialized at first glance, it is intended for students of all majors and backgrounds. It has two main goals. The first is to explore the influence of epidemics and diseases more broadly over the course of East Asian history while keeping a global context in mind. The focus is on China and Japan, but Korea will be included when possible. The second is to consider how historically, diseases and epidemics are best understood through multiple disciplinary approaches, including biology, epidemiology, anthropology, sociology, and iconology. Colonialism and empire--both Western and Japanese--are, of course, underlying themes throughout. We will examine several important historiographical and methodological approaches as well as some basic issues in the history of science and some important examples of specific diseases such as cholera, tuberculosis, and plague from different approaches using both secondary and primary sources.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST370, CEAS272**

Prereq: **None**

SISP373 Religion, Science, and Empire: Crucible of a Globalized World

The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI373**

Prereq: **None**

SISP374 Food Security: History of an Idea

The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of food security as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST374**

Prereq: **None**

SISP377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others? The semester will be divided into four sections. The first will explore the dominant, or "inflationary," version of the big bang hypothesis in relation to the Christian doctrine of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast "multiverse" in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies--that is, theories that posit a rebirth of the cosmos out of its fiery destruction--in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle "decides" upon a position. We will examine these varied cosmologies of multiplicity, not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI377**

Prereq: **None**

SISP379 Technology and Culture

Technology is defined as the branch of knowledge that deals with the industrial arts--that is, as the application of scientific knowledge for practical purposes. But this definition belies the complexity and importance of the phenomenon. In this seminar, we will look at technology as more than the handmaiden of science, focusing on the roles we have assigned it in politics, economics, and society writ large. In addition to considering the physical impacts of technology on the environment we live in and on ourselves, we examine technology as an analytical category, a frame of reference we employ in navigating our relationship to the world and to each other.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

SISP381 Japan's Nuclear Disasters

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. In addition, we will be examining the development of the civilian nuclear industry in Japan with a focus on the nuclear meltdowns in Fukushima and other accidents. This is an extremely demanding course. This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required, and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement

is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST381, CEAS384, DANC381**

Prereq: **None**

SISP382 Anthropocene as Modern Grand Narrative

The Anthropocene refers to the new age in which humankind started to have a significant impact in altering or rupturing the Earth's system, and the Earth is now moving out of its current geological epoch (the Holocene) and into "a less biologically diverse, less forested, much warmer, and probably wetter and stormier state." (Steffen, Crutzen, and McNeill 2007, *Sciences Module*, 614). This course begins by examining the debates on the definition and periodization. It then explores precursors to the concept of the Anthropocene, such as Confucian and Daoist writings on the taming of the natural environment for human needs, the catastrophism vs. uniformitarianism debate, and contesting definitions of sustainability. Finally, it looks at how recent works of environmental history engaged with the concept of the Anthropocene and brought our attention to the impact of the transition from organic economy to carbon economy. Is the Anthropocene a new meta-narrative that professes to be the theory that explains all human activity? Is the Anthropocene a call to arms for environmental justice? Is the Anthropocene just a declensionist fairy tale--one that leads us down a dead end, throwing up our arms in resignation over the irreversible destruction of the natural environment?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM307, HIST382**

Prereq: **None**

SISP385 Understanding Life and Mind

This advanced seminar explores the philosophical significance of recent developments in evolutionary, developmental, and genomic biology for philosophical and scientific conceptions of mind and language. After initial treatment of preparatory topics such as naturalism and reductionism, the course takes up four primary themes: organism/environment entanglement; relations between genetics, epigenetics, and genomics; developmentalist challenges to orthodox neo-Darwinist conceptions of evolution; and evolutionary approaches to understanding mind and language, especially those that emphasize niche construction and the co-evolution of language and homo sapiens.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **PHIL385**

Prereq: **None**

SISP387 History of the End

How will it end? Scientific hubris, a nuclear event, an asteroid, environmental disaster, overpollution, resource scarcity, commodity price spikes, riots, social chaos, social control? This seminar investigates how people have imagined apocalypse and post-apocalypse over time, on the premise that fantasies of the end provide a window into the anxieties of the societies that produce them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST387, ENV387**

Prereq: **None**

SISP389 Advanced Research in Social and Historical Process

In this advanced research course, students will become familiar with core theories that consider the temporal dynamics of social psychological phenomena and undertake empirical projects that attend to historical processes, including the history of psychological objects themselves. Students will work collaboratively on all aspects of the research project, including reviews of the literature, assessment of theories, and the design, conduct, and analysis of a study.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC389**

Prereq: **PSYC105**

SISP393 Materia Medica: Drugs and Medicines in America

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST393, AMST393**

Prereq: **None**

SISP399 History and Geography

Maps are part of a broader family of value-laden images. This is a research seminar about the global history of cartography from 1490s to the recent past. We will study maps from the early modern and modern world and examine how maps were used as instruments of political power, shaped the imagination of peoples around the world, and inspired new ways to imagine our self-identity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST399, CEAS214, ENVS399**

Prereq: **None**

SISP401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SISP408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SISP409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SISP419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SISP420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SISP465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

SISP466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

SISP469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **Cr/U**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

SISP491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
 Grading: **OPT**

SISP492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
 Grading: **OPT**

SOCIOLOGY (SOC)

SOC151 Introductory Sociology

This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis on culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **None**

SOC202 Sociological Analysis

This course is an introduction to the major components of sociological analysis: the language of sociological inquiry, research techniques and methodology, types of explanation, and the relationship between theory and research.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **SOC151**

SOC212 Sociology and Social Theory

Through close reading, discussion, and active interpretation, this course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **SOC151**

SOC220 Metabolism and Technoscience

This course will investigate the scientific idea of metabolism through the lens of technoscience. Metabolism is a flexible and mobile scientific idea, one that has been applied at the micro-level of analysis within biological organisms, at the meso-level of social collectivities, and at the macro-level of global ecologies. Metabolism encompasses all of the biological and technosocial processes through which bodies (both human and not human) and societies (again, human and not) create and use nutrients, medicines, toxins, and fuels. The lens of technoscience enables us to investigate the technological and scientific practices that define and drive metabolic processes within sciences, cultures, and political

economies. These processes implicate forces of production, consumption, labor, absorption, medicalization, appropriation, expansion, growth, surveillance, regulation, and enumeration. Accordingly, as we will learn, metabolism is also a profoundly political process that is inextricably linked to systems that create structural and symbolic violence as well as modes of resistance and struggle. In these contexts, we will interpret some of the most pressing metabolic crises facing human societies, including ecological disaster, industrial food regimes, metabolic health problems, and industrial-scale pollution.

Offering: **Crosslisting**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SISP**
 Identical With: **SISP215**
 Prereq: **None**

SOC221 Sociology of Fashion

Clothing is a social product, carries social meanings, and modifies social interaction, thus making it into the system of symbols known as fashion. This course will introduce students to the sociological study of fashion. We will examine early theories that regarded fashion as a "superficial" display of wealth and class distinction, then move into the current moment of worldwide capitalist inequality and postmodern identity formation. We will look at how race, class, gender, sexual orientation, and ethnicity are both articulated and challenged through fashion. We will examine the relationship between fashion, clothing, the body, and body image, and how fashion is a system that can discipline or exert power over others and also construct the self. We will ask whether fashion, with its artistic expression and continual reorganization of styles, has the power to exact social change, or whether it simply reinforces and reproduces social inequality. In the process of studying these ideas, we will look at many practical examples, including various fashion experiences and styles, looking for the social and political forces behind the experience of clothing. We will study Jamaican "dance hall" fashion, drag and cross-dressing, hip hop fashion, and many other examples. We will also use fashion as a means of exploring various theories of social life, including Karl Marx's theory of capitalist exploitation, Pierre Bourdieu's theories of social and cultural capital, Foucault's theory of the body as a site of social discipline, Sigmund Freud's work on the unconscious and return of repressed trauma, Roland Barthes's theory of fashion as a social code, and Erving Goffman's theories of symbolic interactionism and impression management.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **SOC151**

SOC222 Political Sociology

This seminar will introduce students to the major themes and debates in political sociology. We will explore a wide variety of questions, including, What is the state? How did the modern nation-state come to being? How is the state related to other societal actors? What accounts for cross-national variations in the adoption and form of public policies? What is democracy? What is citizenship? How do forms of citizenship vary across the world? What is power? What accounts for the emergence, development, form, and success of social movements?

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **None**

SOC228 The Family

This course explores issues in contemporary U.S. family life, as illuminated by historical experience. Guiding questions include, What different forms do family arrangements take? How and on what basis are families produced? How are gender, racial, ethnic, and class differences reflected in and produced by family

life? What is and what should be the relationship between family and state, as expressed in law and public policy (e.g., divorce, welfare, and access to legal marriage)?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **FGSS231**

Prereq: **SOC151**

SOC231 Sociology of Crime and Punishment

This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here, we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society and then situate the modern U.S. within this history. In part two, we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three, we turn to considerations of punishment. We ask how punishment is conceptualized in the U.S. and other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC234 Media and Society

This course offers an introduction to the study of media, with a focus on critical social perspectives and controversies. A variety of media formats will be considered, with particular attention to print and visual images. The course takes up questions of representation, participation, consumerism, pleasure, and power that have dominated sociological and cultural studies approaches to media since the Frankfurt School. Topics will include advertising and branding, pornography, photojournalism, alternative media, social control, stereotypes, and objectification. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC238 Sociology of Emotions

This course is the critical study of the role of emotions in social life, spanning both the macro- and micro-level. We begin with theories of the social nature of emotions from the symbolic interactionist to the social psychoanalytic to the bio-affective. After critically examining Western assumptions about emotions as private property and emotions as entirely an individual expression, we move on to examine "emotion norms" in studies of grief and compassion, and then studies of "emotional labor" and capitalism's role in habituating emotions in everyday life. In the second half of the class, the role of emotions and affect in the issue of social inequality is theorized, as we study the emotional roles of colonizer and colonized, oppressor and oppressed through race, class, and gender inequality. The course ends with an examination of theories of collective memory and traumatic experience, focusing on accounts of ethnicity and diaspora. Throughout, the course will examine how new approaches to studying emotion and, possibly, emotions themselves, both support and challenge traditional sociological methodologies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC239 Sociology of Music in Social Movements

It has long been noted that social movements typically create movement cultures, but the actual use of music, as one cultural form, is only beginning to receive attention. Is it used for recruiting new members or maintaining the loyalty of those already committed, for internal critique within the movement itself or to educate those who know nothing of a group's discontent? When, where, and why do each of these, and other functions, develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the U.S. (including the labor, civil rights, New Left, women's, and current inner city movements) and elsewhere.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **MUSC280**

Prereq: **SOC151 OR MUSC103**

SOC240 Comparative Race and Ethnicity

This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular races or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **AMST244**

Prereq: **SOC151**

SOC241 Mental Illness and Society

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private "personal trouble," is also a public issue. We will read the works of classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, and labeling theory and explore issues of gender, race, class, and sexual orientation in mental illness.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

SOC242 Nonprofits and Social Change

This course explores the world of nonprofits and how they help (or don't help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center's concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; and (3) discussion with leaders of that nonprofit.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**Gen Ed Area: **None**Identical With: **CSPL240**Prereq: **None****SOC243 Queer Theory/Queer Politics**

This course will explore the social construction of sexuality within the U.S. and the emergence of heterosexuality and homosexuality as sites of identity, belonging, and conflict. In the first section of the course, we will contextualize heterosexuality, homosexuality, and queer identities within the theoretical paradigms of social construction, feminist thought, intersectionality, and queer theory. We will begin to consider the relationship of sexuality to other categories of identity. The readings will help us to think about queer identities in relationship to social, cultural, and geographic arenas across space and time. The second part of the course will look more directly at the insights of queer theory and critiques of identity as a category for understanding experience and engaging in politics. Queer theory will be analyzed beside social movement literature. In this section, we will continue to concentrate on how sexuality relates to and is dependent on racial and gendered constructions and dynamics of power. In the last section of the course, using the historical and theoretical knowledge covered so far, we will question what/who exactly is a queer subject and what can be considered LGBTQ issues and politics. In this section, we will seek to expand an understanding of queer politics and LGBTQ studies to incorporate questions of social justice that include sexuality but aren't limited to it alone. As a whole, this class will address contemporary understandings of LGBTQ studies and politics from both an intersectional and social justice framework to examine ideas of identity, political rights, and changing notions of community.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-SOC**Identical With: **FGSS242**Prereq: **None****SOC244 Feminist and Queer Theories of Social Reproduction**

This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-SOC**Identical With: **FGSS244**Prereq: **SOC151****SOC245 Intersectionality and Its Discontents**

This course will serve as an introduction to the concept of intersectionality as a mode of theory, method, and political practice that emerged out of women of color (particularly black feminist) scholarship and activism. We will examine its origins as a theoretical framework within critical legal studies and critical race theory and how this framework traveled to, and is used within, sociology and other disciplines. In examining its theoretical use, we will also investigate

intersectionality as a methodological practice, as well as the ways in which it has been used to analyze and understand multiple forms of interlocking oppressions and identities, including class, sexual identity, and disability, as well as race and gender. This course will also address critiques of intersectionality that have emerged within and outside of feminist theory. Throughout the course, we will pay special attention to the sociopolitical climates in which intersectionality emerged, as well as its current usage in social media, popular culture, and grass-roots activism. In this vein, we will be able to ground our discussions of intersectionality within debates around social change/mobility, activism, and social movements both past and present.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-SOC**Identical With: **FGSS245**Prereq: **SOC151****SOC246 Social Movements**

How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-SOC**Identical With: **AMST246, FGSS256**Prereq: **SOC151****SOC249 Rethinking Capitalism: Prosperity, Crisis, and Reform**

In this course we will discuss the historical origins and rise of capitalism, as well as its failures and its future. Capitalist economies have generated growth, innovation, and wealth. They have also generated inequality and caused massive human suffering. What is the nature of capitalism? What are its moral foundations? Is there only one type of capitalism, or are there several types? Is an egalitarian capitalism possible? Can capitalism be sustainable and compassionate? How do different nations regulate capitalism? How exceptional is American capitalism? In what ways is it exceptional? Is American capitalism the best model there is? How has capitalism evolved? What was the neoliberal revolution about? How did the rise of finance in the past few decades affect state-market relations? Why do capitalist economies end up in decline and failures every so often? What do we learn from these crises? Can capitalism be reformed? How?

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-SOC**Prereq: **SOC151****SOC250 Sociology of Markets**

This course will introduce students to some of the core theoretical and empirical works on market economies. We will explore (1) the historical and normative foundations of market economies; (2) the questions of how markets work, why they fail, and what kinds of social and political institutions they depend upon; (3) the difference between sociological and economic theories of markets; (4) the role of governments, corporations, workers, consumers, epistemic communities, and international forces in the workings of markets; and (5) the different ways

in which advanced nations organize the relationship among markets, states, and societies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC256 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex

This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **FGSS255**

Prereq: **SOC151**

SOC257 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. You will develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **QAC201, GOVT201, PSYC280, NS&B280**

Prereq: **None**

SOC259 Cultural Studies of Health

Nothing is more fundamental to the human condition than our most basic right--the right to healthy life. Tragically, this right is inequitably distributed across human bodies and populations, especially along axes of race, gender, class, age, and nationality. In fact, persons residing in the U.S. do not have a right to healthy life. Issues of health and illness are, quite literally, matters of life and death that are shaped by broader political and economic institutions in human societies. In neoliberal nation states like the U.S., the guardian of the right to live a healthy life is a highly bureaucratic and technological form of corporate medicine. Medicine comprises a network of social institutions and technoscientific practices that people have created and use to diagnose and heal our bodily and psychic ills. While the practice of medicine has produced dramatic improvements in life expectancy and quality of life for billions of people, most people on the planet do not have access to basic medical care. Who thrives, who gets sick, who dies, and why constitute core questions for

social justice. This course investigates the complex embroidery of biosocial and cultural processes that shape the unequal experiences and meanings of health. Cultural studies of health document the role of medicine as a great instrument of power that both generates and alleviates suffering. As more and more areas of social life and parts of bodies are falling under the control of medicine (a process called medicalization), we must ask, What are the dynamics and implications of medicalization for human societies and cultures? Drawing on provocative readings and media from diverse fields in sociology and cultural studies of science, technology, and medicine, this course will investigate these questions and more with an emphasis on the answers to them might contribute to social justice and improve the conditions necessary for human thriving.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP262, AMST272**

Prereq: **None**

SOC260 Sound and Screen

This course explores contemporary developments in the study of media, focusing on three primary areas--music, video games, and the Internet--that depart from and sometimes challenge earlier frameworks rooted in visual and narrative forms. In the first unit of the course, we will examine the relation of music to identity formation, as well as revisit media scholars' longstanding interest in questions of meaning in light of music's particular characteristics. In the second unit of the course, we will investigate the social dimensions of video game play, focusing on the often-overlooked seriousness of play and on the unique properties of games as rule-bound systems. In the third unit, we will review and "unpack" some of the social, psychological, economic, and bodily transformations thought to be instigated by Internet use. Overall, the course aims to revisit sociologists' and media scholars' preoccupation with power, inequality, freedom, autonomy, and agency in light of the contemporary prevalence and particular characteristics of sonic and interactive media.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC270 Urban Societies

This course surveys the development of cities in Western and non-Western countries. Emphasis is placed on urban culture, migration, the global economy, gentrification, transnationalism, and xenophobia. The course highlights the intersections of race/ethnicity, class, gender, and nationality at the local, national, and global levels. A central objective is to think critically about the significance of American cities through comparisons with urban life in other times and places.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC284 Memory and Violence

This course offers historical, theoretical, and empirical perspectives to the study of personal and collective violence and memory. We will examine the intersections of biography, history, and memory in reference to traumatic events, ranging from personal abuse to mass atrocity. The course focuses on issues around memory--from memorialization and truth commissions to memoir and PTSD--in the aftermath of various types of violence. The central questions about the nature and politics of memory following traumatic events will entail conversations about the construction of personal and collective identities and the complexities of justice and healing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC293 Pleasure and Power: The Sociology of Sexuality

This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **FGSS293**

Prereq: **SOC151**

SOC299 The Future Perfect

Sociology is typically preoccupied with the present and, to a lesser extent, the past, favoring empirical methods that aim to reveal a variety of truths: for example, the logics underlying social structures and systems, the causes of social inequality, and the mechanisms by which inequality is reproduced. Where does this leave the future? Despite the persistence of patterns of social life, the future remains always and ultimately undetermined. We cannot know it; we can only imagine, speculate, and fantasize. The future, it seems, belongs to the world of fiction: to novels, films, television shows, and music that offer visions of what it might hold. These visions are sometimes suffused with hope for a changed world and sometimes with anxiety at the prospect of change. What can we learn about the present from images of the future? Might they offer an antidote to suspicions that we are headed toward a future of increased inequality and scarcity and looming environmental catastrophe? What traps might we find ourselves in when we treat the future as a distinct category of time? This course pairs social theory with works of fiction in addressing these questions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151 AND SOC212**

SOC302 Paternalism and Social Power

This course will consider the construction of caring and helping in the structuring of social relations. What does helping entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

SOC304 Sociology and Social Justice

This course will consider different theories on the relationship between modern capitalism and social justice. Among the central questions we will investigate are, Why does capitalism generate economic, political, and social injustices—such as those based on class, ethnic, racial, gender, environmental, and geographic divisions—and can these injustices be remedied within capitalism, or would they require the creation of a different social system, such as social democracy or democratic socialism? Some of the theorists we will consider include, among others, Karl Marx, Emile Durkheim, John Stuart Mill, Amartya Sen, Immanuel

Wallerstein, David Harvey, John Rawls, Nancy Fraser, Glenn Loury, Martha Nussbaum, Ronald Dworkin, G. A. Cohen, Brian Barry, Thomas Pogge, and Jon Mandel.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151 OR SOC212**

SOC308 Baby Got Back: Embodiment, Gender, and Sexuality in Black Music

This multimedia course uses a sociocultural approach to explore how black bodies continue to be sized, classed, sexed, and gendered through black musical expression. We will examine black music as a cultural object, both embedded in and responsible for steering national cultures, to argue that black music is indeed a lens through which to examine the struggles, contradictions, and triumphs of black peoples in the U.S. and abroad. Connecting theoretical frameworks of race, embodiment, socioeconomic status, gender, and sexuality with: (1) visual cultures of black bodies in motion (stemming from minstrelsy and chitlin' circuits to musicals and music videos) and (2) a variety of songs written, produced, and/or performed by black musicians (that include but are not limited to: the blues, jazz, rock and roll, rhythm & blues, soul, afrobeat, hip hop, dancehall, pop, soca, hip life, and reggaeton), this class will seek to interrogate how black music creates, replicates, regulates, packages, and distributes identity through a paradigm of production and consumption. We will discuss topics such as commodification, resistance, and representation while listening to artists such as Nina Simone, Sir Mix-A-Lot, Las Crudas, former 2 Live Crew member Luke, Biggie Smalls, Mr. Killa, De La Soul, Lil' Kim, Outkast, Jill Scott, Ayisoba, Big Freedia, Alison Hinds, Nicki Minaj, and Fela Kuti to attempt to understand exactly what type of power (and magic) that music possesses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC312 Advanced Social Theory Seminar

This course offers students the opportunity to pursue in-depth advanced work in sociological theory. Students develop close reading strategies to directly engage primary texts from a variety of traditions and perspectives. The seminar requires careful analysis of books and essays that frequently assume a specialized lexicon and grammar. Students enrolled in the course will have already demonstrated a command of foundational material through successful completion of SOC212, Sociology and Social Theory, or other course work in social theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC212**

SOC313 Time, Masks, Mirrors: Aging in America

Longevity is almost universally wished for, but its actual accomplishment may also invite fear, even dread, depending on the context in which it occurs. We will study the socio-cultural meanings of aging in the US as they are informed by history (collective and personal), cultural background, social scripts, caregiving relationships, institutional support/constraint, and current conceptualizations of the life course and the "aging" mind and body that often rely heavily on categorization and vocabulary associated with biomedicine. In addition, we will explore the idea of age in relation to sustainability and disposability as it is applied to dwellings, objects, the natural environment, and even persons. Enrolled students will be introduced to qualitative methods and analysis of qualitative data through conducting a series of interviews with an elder living in the local community that focus on the relationship between place and well-being over the life course, culminating in a record that can be shared with others.

Offering: **Host**

Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **None**

SOC315 The Health of Communities

Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. We explore the concept and history of social medicine, the importance of vocabulary and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at the Community Health Center (CHC) of Middletown.
 Offering: **Host**

Grading: **A-F**
 Credits: **1.25**
 Gen Ed Area: **SBS-SOC**
 Identical With: **SISP315**
 Prereq: **None**

SOC316 Community Research Seminar

Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then design and implement the research projects.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.50**
 Gen Ed Area: **SBS-SOC**
 Identical With: **ENVS316**
 Prereq: **None**

SOC320 Life and Death: Relations of Biopower and Necropower

This seminar is an advanced examination of how science and technology shape the politics of life and death. We will consider how science and technology have become handmaidens to human (and, in some cases, not human) life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the embodied, relational, and conceptual space between "alive" and "dead." Using theories of biopower and necropower as our guides, we will cover a diverse set of themes including sexual reproduction, birth, population, toxicity, decay, genocide, mortality, and the afterlife as they intersect with modern institutions of power. We will ask, How can we better understand the ways in which social institutions and actors deploy sciences and technologies to foster health or manufacture death?

Offering: **Crosslisting**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SISP**
 Identical With: **SISP320**
 Prereq: **None**

SOC325 Sociology of Medicine, Health, and Illness

This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neomaterialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality

as social products of the neoliberal context and will pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of impairments as well as trends in psychiatry; and we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contribute to understanding these.

Offering: **Crosslisting**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-FGSS**
 Identical With: **FGSS325, SISP325**
 Prereq: **None**

SOC326 Race, Fantasy and Fetish

What role do fantasy and fetish play in the making and unmaking of race? How might fantasy and fetish disrupt and reinforce power differentials in surprising or unexpected ways? From comic book heroes to "race play," this course explores how bodies, relationships, and space itself are fetishized in the racial imagination. It moves beyond the basic observation that race is socially constructed to consider how fantasy, desire, and fetish render such constructions volatile and spectacular, yet also banal and predictable. We will discuss the historical and social context of race as both imagined and imaginary in relation to western fantasies of the self and object others. This course draws on texts from race, queer, and postcolonial theory, along with popular material, including fantasy fiction and film, to highlight the fantastical underpinnings of the everyday realities of racial difference.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **SOC151 AND SOC240**

SOC399A Advanced Research Seminar: Work and Leisure

Work and leisure represent two of the central coordinates of life experience and personal identity. How do work and leisure differ and what is the relationship between them? How do they vary by gender and class? How are relations of domination and resistance enacted in work and free time? Topics may include men's and women's work, historical transformations in work and leisure, workplace subcultures and workplace resistance, popular culture and the construction of gender, class and race, sports, the mass media, and the sociology of taste and consumption.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **SOC151**

SOC399B Advanced Research Seminar: Educational Policy

This advanced research seminar involves researching and critiquing current educational policy debates.

Offering: **Host**
 Grading: **A-F**
 Credits: **1.00**
 Gen Ed Area: **SBS-SOC**
 Prereq: **SOC151**

SOC399C Advanced Research Seminar: Culture Three Ways

The terms "culture" and "cultural" have taken on a wide range of meanings in sociology, the humanities, and popular discourse. In this course, we will consider three competing approaches to the study of culture: cultural sociology, sociology of culture, and cultural studies. From declarations of "culture wars" to the rise of reality television, we will discuss the theories, production, consumption, and reception of processes and artifacts labeled cultural. Emphasis will be placed

on how relationships among power, representation, and identity are viewed across each approach and in a variety of social, aesthetic, ethical, and historical contexts. This course includes a substantial writing component.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

SOC399D Advanced Research Seminar: Marx: CAPITAL: A CRITIQUE OF POLITICAL ECONOMY, Vol. I

This course fulfills the sociology capstone advanced seminar requirement.

The course will focus on Vol. I of CAPITAL, which is arguably the single-most important text in Marx's oeuvre. Students will be asked to write an extensive research paper on any of the key issues Marx dealt with in Vol. I or other relevant topics. The paper can be either an in-depth analysis/critique of Marx's arguments or can use his arguments to show how they are/are not relevant to analyze contemporary issues (e.g., on ideology and fetishism; the working day; surplus value or exploitation; labor issues; ethnicity or race, gender, and class divisions; immigration; the role of slavery or colonialism in the development of capitalism; uneven geographic development/imperialism/globalization; or other relevant topics).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151 AND SOC212**

SOC399E Advanced Research Seminar: Food and Society

This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. This course is divided into two halves. In the first half, we survey a variety of food-related topics that may include food and identity (class, ethnicity, nation, gender); food systems (the global, national, and local intersections of production and consumption); and food politics, policy formation, and activism. This overview will serve as a foundation for the second half of the course, in which students develop a substantial research paper, with class sessions focused on project-related reading, work-in-progress discussions, and final presentations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC399F Advanced Research Seminar: The Social Body

This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will survey topics, perspectives, and approaches within the sociology of the body--a disciplinary subfield that examines the human body as a site where the social materializes and is rendered legible--as well as considering more generally the craft of academic scholarship. Substantive topics will include ADHD, anorexia, pain/pleasure and disability, and racial/ethnic cosmetic surgery. This overview will serve as a foundation for the second half of the course, in which students will develop a substantial and original research essay, with class sessions focused on workshoping and presenting writing in progress.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

SOC399G Advanced Research Seminar: Introduction to Critical University Studies

The university is in crisis, or so we are often told. With college and university budgets rapidly shrinking, tuition and student debt are increasing exponentially, especially for women and students of color. And yet, we're here. Students, instructors, and staff continue to look to the university as a productive space for thinking and working. As an academic field dedicated to a collective engagement with the ways power constitutes bodies, knowledge, and ways of being in the world, sociology is a key venue for contending with these processes. This course will introduce students to the emerging field of critical university studies through a feminist, queer, and anti-racist frame. What, we will ask, does it look like to think in and about the university at this historical moment? What does it mean to consider the university's history in relationship to power and the nation-state? What are the gender, sexual, class, and racial politics of knowledge production? And how can we most productively take up the university itself as an object of scholarly inquiry?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC399H Advanced Research Seminar: Hot Mamas: Black Women, Sexuality, and Body Size

Black women, no matter where they were born or currently live in the world, deploy survival strategies that propel them past perceived deviances and into discursive spaces of dynamic personhood. This is especially true for fat black women and how they navigate their respective identities in the areas of social, physical, and mental health; socioeconomic status; and beauty culture. In this class, we will interrogate these areas alongside blackness, womanhood, and sexuality to fully consider the implications of body size as a substantial category of intersectional analysis. By bringing medical and sociological studies into conversations with political and feminist theory, while also engaging with literary pieces and popular culture, this interdisciplinary course aims to equip all of us with a deeper understanding of sexuality and body size and their significance in the lives of black women. We will journey our way through this course using the works of black feminists such as Patricia Hill Collins, theorists such as Michel Foucault, sociologists such as Samantha Kwan, political scientists such as Cathy Cohen, lawyers such as Dorothy Roberts and Paul Campos, and writers such as Lucille Clifton and Alice Walker. In addition, we will bring our lived experiences and proximity to popular culture (magazines, music, films, and online resources such as personal blogs) to stake out our own truths and fill out any gaps that we believe are present in the literature. The class will mix lecture, class discussion, group presentations, and small-group work to advance mastery of the material.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC399I Advanced Research Seminar: Assembling the Self

This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will read a variety of autoethnographic texts, in which the authors use personal experience as a foundation for sociological reflection and insight. We will spend time thinking about the political and methodological benefits and limitations of autoethnography, surveying a range of approaches to incorporating one's experience into scholarship, and attending to the ways that autoethnographic texts respond to existing research and theory. In the second half of the class, students will develop a substantial and original autoethnographic essay, with class sessions focused on workshoping and presenting writing in progress.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

SOC401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

SOC404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

SOC405 Sociology Thesis Seminar

The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **(SOC151 AND SOC212 AND SOC202)**

SOC406 Sociology Thesis Seminar

The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **(SOC151 AND SOC202 AND SOC212)**

SOC407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SOC408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SOC409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SOC419 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SOC420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

SOC420A Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Crosslisting**

Grading: **Cr/U**

SOC465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

SOC466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

SOC467 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

SOC468 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

SOC469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

SOC491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

SOC492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

SPANISH LANGUAGE AND LITERATURE (SPAN)

SPAN101 Elementary Spanish I

This introductory course is designed for students without prior Spanish language study and focuses on the development of receptive and productive language skills (reading, listening, writing, and speaking) within a strong cultural framework.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN102 Elementary Spanish II

This course, the continuation of SPAN101, further develops basic language skills (reading, listening, writing, and speaking). The course incorporates readings and media from a variety of sources, allowing students to explore the cultures of the Spanish-speaking world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN101**

SPAN103 Elementary Spanish for High Beginners

This course provides an intense review of elementary Spanish to allow students to advance to the intermediate level. Emphasis is placed on the four basic skills: speaking, listening, reading, and writing. Attention is also given to cultural issues concerning the Spanish-speaking world. Conversational fluency is practiced and highly expected daily.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN110 Spanish for High Beginners

Intermediate-level language course following SPAN103, with emphasis on the development of four basic language skills (reading, listening, writing, and speaking) within a cultural framework. This course is comparable to SPAN111 and can be followed by SPAN112. Those seeking to follow with SPAN113 require permission of instructor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN102 AND SPAN103**

SPAN111 Intermediate Spanish I

This intermediate language course places continued emphasis on the development of reading, listening, writing, and speaking skills within a strong cultural framework. The sequence SPAN111 and SPAN112 seeks to expand students' active and passive control of vocabulary and grammar and for students to gain experience in using formal and informal registers of Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN102 OR SPAN103**

SPAN112 Intermediate Spanish II

This course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion within a cultural framework that explores an array of topics connecting to other academic disciplines. Students will experience working with written texts and other media materials and produce a variety of written pieces.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN111**

SPAN113 Intermediate-Advanced Spanish

Within a cultural framework focused on Spain, this course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion while providing the experience of working with written texts and other media materials. Students will explore an array of topics that connect to other academic disciplines.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN110 OR SPAN111**

SPAN203 Spanish for Heritage Speakers

This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into SPAN112 or above. Emphasis is placed on the following: development of linguistic strategies that advance students' written and oral expression beyond the colloquial level, grammatical and orthographic norms of Spanish, critical reading (reading for understanding and analyzing what is read), and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the U.S. Materials include a textbook or manual and topics related to the experience of Spanish speakers in the U.S.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN221 Introduction to Hispanic Literatures and Advanced Practice in Spanish

Poems, plays, essays, and short stories representative of various Spanish-speaking countries and different periods of literary history are used to improve speaking and writing skills and to introduce students to the fundamentals of literary analysis. The course is conducted exclusively in Spanish. Some laboratory work may be assigned. Besides the three hours of class sessions with the professor, all students are required to attend a weekly one-hour conversation section with a Spanish TA.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN227 Writing Short Fiction in Spanish

This course will introduce students to the fundamentals of writing short fiction in Spanish and will enhance their knowledge of the Spanish language through the reading of great short stories that will inform students' own writing and the development of a personal style. We will examine essential features of fiction (methods of constructing narrative tension, climax, ambiguity, character, different kinds of autobiographies and descriptions, dialogues, and monologues), as well as various fictional styles through the texts of masters such as Julio Ramón Ribeyro, Cristina Sánchez Andrade, Valle-Inclán, Julio Cortázar, and Jorge Luis Borges, among others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **CGST227**

Prereq: **SPAN221**

SPAN230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic *EL CID* (12th--13th century); the bawdy and highly theatrical prose dialogue known as *LA CELESTINA* (1499); the anonymous *LAZARILLO* (1554), the first picaresque novel; and *María de Zayas's* proto-feminist novella *THE WAGES OF VICE* (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, and the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL229, MDST228**

Prereq: **None**

SPAN231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

From 1580 to 1680, Spanish playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine six of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, and Tirso de Molina in a variety of genres and modes

(history, epic, romantic comedy, tragedy, Islamic borderland, parody, siege play, philosophical and theological drama), with their deft character portraits (the original *Don Juan* by Tirso, Calderón's "Spanish Hamlet" Segismundo, and Lope's spitfire diva Diana, the Countess of Belflor) and their virtuoso dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to performance spaces and traditions and the shaping influence of women on the stage (in contrast to England). Organized around the careful reading of six key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful texts closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL313, THEA231**

Prereq: **None**

SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (*jarchas*) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST232, COL226**

Prereq: **None**

SPAN233 The Picaresque Hero: Rogue (Picaro), Anti-Hero, Citizen

A new type of character, the rogue or *pícaro*, emerges in early modern fiction, in a new genre (we now call the picaresque) built around an anti-hero. This course explores how and why the anti-hero displaced the virtuous ideal of the hero prevailing in classical and medieval literature. Through Spanish picaresque novels written between 1554 and 1647, we will trace the *pícaro* as a character who evokes, parodies, and subverts the attributes associated with the ideal citizen. To understand how the picaresque accomplishes this, we will look at its

interplay with competing, often idealizing, genres (e.g., autobiography, lives of saints and soldiers, inquisitorial confessions, the arts of letter writing), together with political theory and natural-law theories of the period. Finally, we will look ahead to 20th-century examples of picaresque narrative such as Louis-Ferdinand Céline's *JOURNEY TO THE END OF THE NIGHT* or E. L. Doctorow's *BILLY BATHGATE*, considering what picaresque characters mean for us now.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL223**

Prereq: **None**

SPAN236 Cervantes

Cervantes is known chiefly for *DON QUIXOTE*, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. *DON QUIXOTE* also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these kinds of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history and truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including the author and his work. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes include social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, we will read, discuss, and write about *DON QUIXOTE*, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL327, MDST254**

Prereq: **None**

SPAN246 Rethinking the Baroque

The baroque has been defined as the quintessential Hispanic (Spanish and Latin American) aesthetic, in literature and the visual arts. It has also been defined as an essentially conservative, orthodox, pessimistic, and world-denying aesthetic. Instead, this class will examine the aesthetic in terms of its embrace of the sensual, material world; its love of fragmentation, and its imagining of a new citizen-reader able to participate in civic debate. We will examine fundamental categories of the literary baroque, such as *agudeza* (wit) and *desengaño* (disenchantment), and the 17th-century equivalent of the nature-nurture debate (nature-art) and situate them in relation to scientific, political, and religious revolutions of the period. We will therefore explore ways in which 17th-century Spanish culture—far from being focused on decline and decay—optimistically embraced change and pioneered a proto-democratic aesthetic. We will look at diverse baroque literary phenomena, from poetry to satire, from theories of invention and wit (Gracián, Tesauro, Pallavicino) to picaresque narrative, and from New World baroque expressions ("barroco de indias") to political treatises. The democratic thrust of the Hispanic baroque will become apparent in the figure of the reader-citizen and in literary works that functioned as a civic space for public debate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL284**

Prereq: **None**

SPAN250 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

In this course, we study the so-called "masterpieces" of modern and contemporary Spanish literature, painting, and film (18th century to the present). The works chosen represent the major literary and cultural movements of the past three centuries: the Enlightenment, Romanticism, realism, and naturalism, the generations of 98 and 27, the avant-garde, neorealism, and postmodernism. As masterpieces, they have achieved canonical status through either the influence they have come to exercise over successive generations or their popular reception at the time of their production. In our close analysis of these works, we will interrogate the processes and conditions of canonicity. We will emphasize the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems, plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerged.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL219**

Prereq: **None**

SPAN251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

The novel as we know it today reached maturity in Europe in the 19th century against the backdrop of a rapidly changing social and economic context and the emergence of the metropolis as a "capital" coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is equally important within this cultural dynamic, manifesting itself as it does through demographic changes, urban expansion, and the predominance of a bourgeois aesthetic in art and literature. In Spain, these phenomena are acutely reflected by two novelists, Benito Pérez Galdós and Leopoldo Alas ("Clarín"). Through a close reading of what are widely regarded as masterpieces of the modern Spanish novel, *FORTUNATA Y JACINTA* (Galdós) and *LA REGENTA* ("Clarín"), we will seek to evaluate how narrative and the cityscape form interlocking textualities within each of which the family is protagonist and sexuality a central theme.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL248**

Prereq: **None**

SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900--1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard or public intellectual in the context of the Second Republic (1931--1939), Spain's first important experiment with a progressive democracy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL237, THEA254**

Prereq: **None**

SPAN255 Constructing Barcelona Through Its Margins: Contemporary Spanish Culture Through Catalonia

This course seeks to examine the physical and cultural construction of Barcelona through the ways it has been understood across artistic mediums, social and historical periods, and political spectrums, especially along its margins. This marginality will allow us to look into contemporary Spanish culture from a new perspective, understanding the complexities that lie under the idea of a nation. The course also explores some of the tensions between modernization projects and cultural production during the 20th and 21st centuries, examining representations of the city in literature (poetry and prose), maps, films, performance, and photography.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN257 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain

In this course, we will analyze how Gypsies and flamenco are associated, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities--not all Gypsies identify with flamenco and not all flamenco artists are Gypsies--correlations between the two have nonetheless been exploited by the media and by artists as an often unwanted emblem of Spanishness. The tensions surrounding this practice seem related to an undisputed fact of Spanish cultural history: Flamenco is unique within European culture; with a population of nearly one million, Gypsies are Spain's dominant minority; yet recognition of the artistic value of the former and acceptance and assimilation of the latter have been slow to congeal within Spanish society. Our practical aim will be to analyze these important aspects of Spanish culture in their historical context. We will study how the connection between Gypsies and flamenco has emerged; we will evaluate the extent to which it is valid; and we will attempt to assess what seems to be at stake in the struggles between those who promote and those who resist this connection as distinctive of Spanish national culture. In doing so, we seek to foster a deeper understanding of the importance of the Roma community within the framework of European and Spanish culture and a deeper appreciation for flamenco as a unique form of cultural expression. On the theoretical plane, we seek to understand how music, dance, literature, cinema, performance, and art can give expression to ethnicity; how cultural hegemonies emerge; and what role artists play in supporting or contesting those hegemonies. In general, this course is designed to help students develop critical skills of cultural analysis while increasing their proficiency in Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL271**

Prereq: **None**

SPAN258 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World

Hybridity, heterogeneity, transnationalism, and interculturalism are just a few of the terms that have proliferated within the marketplace of ideas over the past several years as reflections, from within the field of critical theory, of one of the contemporary world's dominant social realities: the massive displacement of peoples across borders and the creation of constricted multicultural zones of interaction and conflict within the confines of single nations. The Spanish-speaking world has been affected by this phenomenon in particular ways, in both Spain and North America. In this course, we will study how Spanish, Mexican, and Chicano playwrights and stage artists working in various genres have responded to this reality, how and why they have chosen to craft the collective

experience of the border as performance, and how they have addressed the cultural and political tensions that are associated with this experience. The framework for our study will be comparative in both content and format. We will focus on two borders--the Strait of Gibraltar and the Río Grande (Río Bravo)--and on the two corresponding migratory experiences: from North and sub-Saharan Africa into Spain, and from Latin America into the U.S. This course will be taught simultaneously at Wesleyan and at the Universidad Carlos III in Madrid, Spain. When possible, classes will be linked through videoconferencing. Wesleyan students will collaborate with their counterparts in Spain on various projects and presentations. In general, this course is designed to help students develop skills of critical analysis while increasing their Spanish language proficiency and intercultural awareness.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA238, LAST259**

Prereq: **None**

SPAN259 Detective Fiction: Procedure and Paranoia in Spanish Narrative

The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective--a person who is generally outside the law and sometimes crazy or paranoid--help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multidimensional society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN261 Sites of Resistance & Memory: Theater, Performance, & Political Consciousness in Contemporary Spain

Compared to other literary genres, and given its essentially social (public) format, the theater is an especially vulnerable mode of cultural expression and, therefore, becomes the natural prey of both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the official (state) censorship that prevailed under Franco (1939--1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority in the name of democracy and for dialoguing with their society, as playwrights are wont to do, regarding the crucial social and political concerns of the day. The parliamentary regime born in aftermath of the dictator's death ushered in an era of fervor and experimentation unprecedented in recent Spanish cultural history, one in which playwrights have increasingly embraced the struggle against more covert (social) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1939. We will focus on context, on how the theater, society, and politics are intertwined, through evaluating both works of dramatic literature and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with their shared history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**Identical With: **THEA261**Prereq: **None****SPAN262 Through Foreign Eyes: The U.S. in Spain in the 20th Century**

Although the relationship between Spain and the U.S. has a long history that can be traced back to colonial times, during the 20th century, an extensive corpus of literature in which Spanish authors portray the U.S. prominently becomes visible. The appearance of this body of work gives rise to a series of questions: How do Spaniards see the U.S.? What are the consequences of this understanding? Why is there such interest in portraying the U.S. from a Spanish point of view? Of course, cultural and social definitions are constructions always limited to historic, social, and cultural events, be they of a military, political, or purely commercial nature. One could think that these portraits dwell on stereotypes; nonetheless, we are before a literary production that uses the U.S. to create a narrative about how Spain enters a global economic market through a cultural exchange. These are texts about traveling, the construction of the individual, and the shaping of a nation; texts that cross the boundaries of literary genres to define Spanish identity. We are before the construction of a narrative that questions the building of alterity and shapes the identity of modern Spain. In our approach to the main historic events that define the relationship between Spain and the U.S. during the 20th century, we will examine novels, poems, and movies that result from such events to analyze questions related to identity, globalization, localism, modernity, and nation. What we will engage in is, in fact, a debate about how we define ourselves, whether we are Spanish or American, through foreign eyes.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Prereq: **None****SPAN264 Orientalism: Spain and Africa**

Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said's seminal essay, *ORIENTALISM*, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European Romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain's military invasion into Morocco in the late 19th and early 20th centuries. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain's Islamic heritage, the result, perhaps, of 20th-century modernization and, most recently, of Spain's full integration, after Franco's death, into Europe's military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **COL231**Prereq: **None****SPAN267 Image/Word: Narrative and Photography in Contemporary Spain**

The objective of this course is to analyze the relationship between literature and photography, questioning the idea of representation that usually unites them. This relationship goes further than the simple representation of the environment that surrounds us: literature and photography modify not only the perception of, for example, urban space, but also its organization. That is, they have a direct effect on the built environment. This effect creates a productive linkage that challenges the limits of these disciplines and the worlds in which they are created, proving how their work aims not exclusively to describe or represent but also to build. This idea of creating is the base for this seminar in which the students will develop a photographic and a narrative/analytic project in which they will test firsthand the relationships and skills seen in the class. Thus, they will be able to see the connections between disciplines and cultures that guide our everyday life. To do so, the students will work with the help of an artist, the photographer Consuelo Bautista, who will help them to develop a project in which they will connect their own experience with what they have seen in class.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Prereq: **None****SPAN269 Out of the Dark and into the Light: (Re)writing Spain during the Dictatorship**

How are we able to let our voices be heard when there is a State apparatus in place that suppresses all dissent? How can we elaborate the critique of an unjust situation? How can we effect change when we cannot communicate discord without the risk of going to jail or being put to death? Taking these questions as our point of departure, we will attempt to find answers in the period of the Francoist dictatorship, which officially lasted from end of Spain's civil war in 1939 until the dictator's death in 1975. Over these four decades, the regime went from the darkness of the harshest repression in the 1940s to its international opening in the 1960s, followed by the protests and its end in the 1970s. This changing panorama offered a varied social and cultural production that dialogued with and tried to expose and criticize the repression of the Franco dictatorship. Our objective in this seminar is to explore the techniques adopted by authors to avoid censorship and re-create a faithful picture of day-to-day living in Spain under the dictatorship. We will pay special attention to short stories and novels in which the author chooses the voice of a child or a teenager to give light to the oppressive situation of the moment. How do the voices of these young narrators offer an understanding of their present situation? How do these narrative voices evolve in a panorama that is shifting from the darkness of the early days of tyranny to the light of democracy?

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Prereq: **None****SPAN270 Spanish American Literature and Civilization**

A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major writers and intellectuals in Latin America, including Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Mariátegui, Neruda, Borges, García Márquez, and Bolaño. Special emphasis will be placed on issues related to culture and politics. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **LAST226**Prereq: **None**

SPAN271 Modern Technologies in Latin American Literature

Modern communication technologies and modes of transportation have been a recurrent theme in works of Latin American writers from the 20th and 21st centuries. For example, radio was a significant source of inspiration for avant-garde Mexican poets Manuel Maples Arce and Luis Quintanilla in the 1920s; they both tried to capture the uncanny experience of hearing disembodied human voices through writing. In this class, we will discuss texts that likewise reflect on the effects of various modern means of transport and communication--such as trains, subways, radio, telephone, tape recording, and the Internet--with an emphasis on how these technologies have revolutionized human relations. We will examine how these literary works exceeded the aesthetic or sociopolitical norms of their time, while keeping in mind that the simple act of writing is also a form of technology, and often a transgressive one.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST270**

Prereq: **None**

SPAN272 Cubanidad: Diaspora, Exiles, and Cultural Identity in Cuban Literature and Film

This course will examine shifting notions of Cubanness, or "cubanidad," from the 19th century to the present times from a diasporic framework. We will discuss writings by/about African slaves, Chinese indentured laborers and migrants, and Spanish immigrants in Cuba, as well as Cuban exiles in the U.S. and Spain from the 19th century to the beginning of the 20th century. Through a variety of literary texts and films, we will then study select cases of European exiles who visited Cuba in the 1930s and '40s, the later massive waves of Cuban migration to the U.S. after the Revolution, and the more recent immigrants who have settled in Cuba.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST272**

Prereq: **None**

SPAN273 Beyond Machu Picchu and Macondo: Real and Imaginary Worlds in Latin American Letters

Latin American writers and intellectuals have long conceived of their particular literary and cultural practices in connection to individual spaces and sites, both real and imagined. In this course we will examine why and how they have done so, looking not only at well-known if not legendary ones such as Machu Picchu and Macondo, invented, respectively, by Neruda and García Márquez in certain moments of their careers, but also the América and Gran Colombia of Simón Bolívar, the New York City of the Cuban intellectual José Martí (1880s) and of the Nuyorican writer Tato Laviera (1970s), and César Aira's Colón (Panamá) and Fernando Vallejo's Medellín (Colombia). In each case we will be concerned with understanding the relationship between local, national, and hemispheric history and the new imaginarios created by the author/intellectual in question in the context of north-south relations. Topics to be considered within this critical framework will include the Wars of Independence, industrialization in the late 19th-century, the construction of the Panama Canal (1904--1914), the Cold War (1947--1991), Latino identity in the context of Puerto Rico and New York City, the coup d'état in Chile on September 11, 1973, and the drug wars. When possible, films and short videos will be used to help build knowledge of historical context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN274 Resistance and Discourse: The Place of the Indigenous in Modern Latin America

This course will examine how intellectuals and writers of the postcolonial period have made use of indigenous cultures as well as of the first European reflections on those cultures: the chronicles of discovery and conquest. Excerpts from *Vision de los vencidos* and from texts of Cristobal Colon, Bernal Diaz, Hernan Cortes, and Bartolome de Las Casas will be read in conjunction with 19th- and 20th-century essayists, novelists, short story writers, and poets. An important premise of this course is that the indigenous is not only a complex reality in Latin America, it is also an object of discourse, a kind of wild card in the intellectual's hand. The major question we will consider is: How have so-called pre-Columbian and contemporary indigenous cultures been brought forth in the highly polemical context of nation building in the 19th and 20th centuries?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST234**

Prereq: **SPAN221**

SPAN275 Multilingual Aesthetics in Latin America

This course examines writings by Latin American authors who are multilingual or have an intercultural awareness as a result of colonization, cosmopolitanism, migration, or bicultural upbringing. First, students will learn about a variety of Spanish American movements, such as "modernismo," "creacionismo," "negrismo," "indigenismo," "neoindigenismo," and "indianismo," all of which dialogued with diverse cultures and languages other than Spanish. Then, we will examine a series of collaborative projects, such as a quadrilingual poem co-written by Octavio Paz (Mexico), Jacques Roubaud (France), Edoardo Sanguineti (Italy), and Charles Tomlinson (UK); a selection of English-Spanish poems by Marjorie Evasco (Philippines) and Alex Fleites (Cuba); and the "Festival de poesía: lenguas de América," a bi-annual event that gathers poets from diverse multilingual regions in the Americas. Lastly, we will examine literary and scholarly work by/about Latin American writers of indigenous descent, as well as works in Spanish, English, and "Spanglish" by Chicano, U.S. Latino, and Filipino American writers. Throughout the semester students will reflect on how multilingualism can serve as a medium for aesthetic experimentation, intercultural dialogue, and/or political resistance. All discussions will be held in Spanish, and all readings will be in their original Spanish or in Spanish/English translation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST265**

Prereq: **None**

SPAN276 Body, Voice, Text: Theater and the Transmission of Experience

Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA276, LAST276**

Prereq: **None**

SPAN278 Dangerous Plots: Fictions of the Latin American Jungle

This course is an exploration of the ways in which nature has been plotted in fiction, films, and popular culture, focusing on the tropical jungle, a space that has been central to the way Latin America has been imagined for centuries. We will investigate the construction of jungle as a cultural space where diverse anxieties about sovereignty, nationhood, race, development, gender, and subversion collide. We will evaluate this topography in relation to diverse projects of modernization and development, to the global angst over the environment and its destruction, to peasant and indigenous agency, and to a number of cultural and economic struggles that have shaped the region over the past century. Attention will be placed on literary, filmic, and visual texts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST278**

Prereq: **None**

SPAN279 Latin American Theater and Performance

This course will focus on the history, theory, and practice of theater and performance in Latin America in the 20th century. We will be particularly interested in the intercultural aspects of Latin American theater and performance that have reinvented and reinvigorated European dramatic forms through their constant interaction with non-Western cultural expressions in the Americas. We will examine a wide variety of performance practices, including avant-garde theater, community theater, street performance and agitprop, solo, and collective theater. The syllabus is loosely organized in a chronological fashion, structured more importantly around critical themes in Latin American history, culture, and society in the 20th century. We will take as our primary source material both readings and video recordings, when available, that will be supplemented by a wide variety of historical, critical, and theoretical background readings, including texts written by theater practitioners, theorists, and critics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST266, THEA297**

Prereq: **None**

SPAN280 Screening Youth in Contemporary Latin American Cinema

This course will examine some of the most important Latin American films to emerge in the past three decades that have cast children and teenagers as protagonists. We will analyze a large body of films that address issues of historical memory, economic inequality, social conflict, political activism, education, sexuality, cultural identity, and citizenship through the lens of the child or adolescent. These films question the roles of minors in relation to the political arena and reflect upon the constructions of childhood that operate at a social level with important political implications. Students will explore the aesthetic and social dynamics at play in the representation of young protagonists and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address. Besides the varied cultural, theoretical, formal, and historical elements that this course will examine, one of the central components is a creative module in which students will develop an idea for a short film based on their own personal coming-of-age narrative.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST280**

Prereq: **None**

SPAN281 Islas sonantes": Music and Sound Technologies in Hispanic Caribbean Literature

Cuban author Alejo Carpentier once stated that the Antilles (the Caribbean islands) could easily be referred to as "islas sonantes" (sounding islands) because of their strong musical tradition. Music, according to him, is their common denominator. Inspired by this statement and extending it, in this course we will examine the role of music, as well as other sound and vocal productions in Hispanic Caribbean literature from the end of the 19th century to the present. Through close readings, we will reflect on how music and other sound media or communication devices (such as radio, audio recordings, sound magnification, and telephone) have helped reconceptualize social identities, notions of time and space, and human interaction. We will also look at their, at times, ideological, political, or purely aesthetic functions. No knowledge of music or sound technologies is required for this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST281**

Prereq: **None**

SPAN282 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture

How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST285**

Prereq: **None**

SPAN283 Literature and Culture of Peru

This course offers a panoramic study of the Andean nation from pre-Colombian times to the present with a focus on seminal polemic issues such as intercultural hybridity, ethnic and political violence, colonialism, postcolonialism, indigenismo, and modernity and beyond. We will study a wide variety of authors' takes on how to approach and understand Peru's multiethnic and multilingual heritage. Readings include poetry, short stories, novels, essays, theater, and critical theory.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST283**

Prereq: **None**

SPAN284 Tales of Resistance: Modernity and the Latin American Short Story

Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will

concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, and immigration to Europe and the U.S.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST254**

Prereq: **None**

SPAN285 Asian Latino Encounters: Imagining Asia in Hispanic America

This course will explore the distinctive, and overlooked, Asian connection in Hispanic-American cultures: the fascinating literatures, songs, paintings, and films about "Asian Latinos" in Spanish America, the U.S., and the Philippines, a Spanish colony for more than three centuries that developed its own Spanish-language literature after 1898--in part as a response to the subsequent Americanization of the Philippines. We will begin examining "Orientalist," or exoticizing, views of Asian culture and Asian women of early 20th-century Spanish American and Filipino writers (such as Darío, Tablada, and Jesús Balmori). Then, we will assess travel writings produced across the Pacific--from Mexico to India (Paz), from Chile to Southeast Asia (Neruda), and from the Philippines to Chile (Elizabeth Medina). Finally, we will examine diverse works by writers/artists of Asian descent in Hispanic America. Some of the questions we will address are, How has the view of Asia or Asians changed throughout the past century in Hispanic America? How does Philippine literature in Spanish change our conception of Latinidad? By looking at the trans-Pacific reach of the Hispanic, we will be in a better position to appreciate the complexity of the cultural, social, and political legacies of Spanish and U.S. colonialism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST241**

Prereq: **None**

SPAN286 Simón Bolívar: The Politics of Monument Building

No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, '30s, and '40s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST258**

Prereq: **[SPAN270 or LAST226] OR SPAN221 OR [SPAN250 or COL219]**

SPAN287 Constructions of the Self

How does one define oneself? What forces are active in the creation of our personal identities? How much control do we exercise over these processes? What role do writing and literature play in the construction of notions of the self? While these questions are timeless and know no geographical boundaries, we will examine how several different Latin American and U.S. Latino authors have addressed these concerns in their art, with an eye toward understanding

the cultural specificity of each of their propositions, as well as how writing itself becomes the subject of writing in the search for subjectivity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

SPAN288 Cultures in Conflict: Latin American Novels of the 20th and 21st Centuries

In this course we will examine several important novels that deal with social and cultural dislocation in the context of revolution, civil war, and globalization. In addition to the crucial issue of innovation in literary form, we will ask ourselves how the novel represents local and national culture, as well as how it portrays the interconnection of power, gender and desire, cultures in conflict, marginalization, and violence. Works of essayists, historians, and theorists, as well as films, will assist us in defining context.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST288**

Prereq: **None**

SPAN289 Contemporary Latin American Fiction: Writing After the Boom

One of the characteristics of recent Latin American fiction is the interest in more open, relaxed forms of narration that focus on individual lives against the backdrop of specific social issues. In this course we examine this new experimentation with novelistic form as we look at several matters, including social and political violence, gay and heterosexual subjectivity, literary tradition, and artistic production. Several films will also be discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST287**

Prereq: **None**

SPAN290 From the Muralists to the Narconovela: The Public Intellectual in Mexico

Mexican writers, intellectuals, and artists, both male and female, have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state and to engage with the multiple traditions (indigenous, European, and mestizo) that define them. In this course, we will examine the writings and artistic and filmic work of several major figures with the goal of understanding how they see and imagine Mexico in particular historical moments. The course will cover the entirety of the 20th-century and the beginning of the 21st, extending from the Mexican Revolution (1910--1917) and the Muralists (1920s--40s), through the post-1945 period including 1968, and to the drug wars and the Zapatista movement (since 1994). Students will analyze novels, essays, art, poetry, and film.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST291**

Prereq: **None**

SPAN291 Spanish American 'Modernismo' in a Global Context

The publication of Nicaraguan Rubén Darío's *AZUL...* in 1888 is often considered to be the inaugural event of "modernismo," the first Spanish-language literary movement that originated in Spanish America and spread thereafter throughout the Hispanophone world. In March 1916, about a month after Darío's death, a magazine in the Philippines claimed that Darío also belonged--at least

"spiritually"--to the Philippines. Inspired by this statement, in this course students will read poems, short stories, and crónicas (short journalistic articles) by canonical Spanish American modernista writers, such as Darío, Julián del Casal, José Martí, Amado Nervo, José Enrique Rodó, Leopoldo Lugones, and Delmira Agustini, in conjunction with Filipino modernistas, including Fernando María Guerrero, Jesús Balmori, Manuel Bernabé, and Evangelina Guerrero. We will also read a selection of works of Spanish writers, such as Salvador Rueda, who visited Cuba and the Philippines in the 1910s. Some of the salient characteristics of modernismo that we will cover are the rejection of immediate reality and materialism, the search for linguistic renovation and cosmic harmony, and the celebration of Hispanism. When focusing on this last aspect, we will assess how modernismo helped to keep Spanish America connected not only to Spain but also to the Philippines, which became a U.S. territory in 1898, alongside Cuba and Puerto Rico. Thus, we will explore to what extent modernista writers responded to the spread of U.S. imperialism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST292**

Prereq: **None**

SPAN301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematics. The course will also highlight key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST301, FILM301, COL334**

Prereq: **None**

SPAN302 Crossing Borders on the Early Modern Stage

This course looks at the ways in which seven fascinating plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger responded creatively to and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements--of peoples, ideas, goods, capital, and diseases--that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed and online resources and Wesleyan's Special Collections and Archives. We will pay particular attention to the local conditions that help explain why Spanish

and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish professional stage in roles played by boy actors in England). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST302, THEA322, ENGL377, COL314**

Prereq: **None**

SPAN401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

SPAN404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

SPAN407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SPAN408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

SPAN409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

SPAN420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**
Grading: **Cr/U**

SPAN466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

SPAN491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

SPAN492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

THEATER (THEA)

THEA105 Production Laboratory

This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. All sections will participate in the backstage work of the Theater Department's productions. Forty to 60 hours (to be determined) of production crew participation outside of the regular class meetings are required. While this course is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA110 Drafting for Theatrical Design

This course is intended to provide students with a basic knowledge of computer drafting, for theatrical design and other performative arts. Students will learn the language of the line, the drafting standards for theater, as codified by the United States Industry of Theatre Technology (USITT), and the means to create accurate, measured drawings. We will cover topics including, geometry, line weights, scale, theatrical drafting conventions and symbols, ground plan drawings, elevation drawings, section drawings, dimensioning, page layout, and printing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA115 America in Prison: Theater Behind Bars

This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is

necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **AMST296**

Prereq: **None**

THEA120 Shakespeare in Performance: Speak the Speech

This course will give students the opportunity to analyze and experience Shakespeare's plays in performance. They will write critical essays that discuss the performance techniques required to bring Shakespeare's plays to life. They will also memorize and perform monologues and short scenes from Shakespeare's plays, putting the insights from their written papers into action. The focus will be on linking critical insights and performance practice rather than creating polished performances, so students will be welcome even if they have never acted before. The course will introduce students to the department's mission of integrating performance and practice. The final exam will consist of a performance accompanied by a research paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA135 Documentary Performance: Theater and Social Justice

This course will introduce students to theater as a medium for exploring issues related to social justice and political activism. We will examine techniques used by documentary theater artists such as Emily Mann, Doug Wright, Moises Kaufman, Anna Deavere Smith, and Jessica Blank, who create plays based on interviews, newspaper articles, memoirs, and other documents related to controversial social issues. The course will begin with an investigation of the issue of mass incarceration and will include visits from formerly incarcerated individuals who have agreed to recount their experiences in prison. These prison stories will be the primary sources for the course's initial writing assignments, which will consist of short performance scripts and analytical papers. Subsequent weekly assignments will include performance scripts and analytical papers based on issues that will range from gay rights and racism to sexual violence and the stereotyping of Muslim women.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA150 Plays and Performances

This course is designed to introduce students to a wide range of plays that are representative of different theatrical genres, styles, and canons. We will read scripts, attend productions on and off campus, and engage in discussions about the artistic merits and sociocultural contexts of these works. The course

is divided into two greater units: the meanings of avant-garde (the making of 20th-century theater), and representations of the margins (theater and identity). Some of the plays examined in this seminar are *A Doll's House* (Ibsen), *The Jewish Wife* (Brecht), *Fefu and Her Friends* (Fornes), *They Alone Know* (Tardieu), *Spring Awakening* (Wedekind), *Endgame and Act Without Words* (Beckett), *Cloud Nine* (Churchill), *Kiss of the Spider Woman* (Puig), *The Laramie Project* (Kaufman), *Irma Vep* (Ludlam), *Fires in the Mirror* (Anna Deavere Smith), and *M. Butterfly* (David Henry Hwang).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA167 Women and Women First: The Theater of Gender and Sexuality

Exploring theater and other performance "sites" as resources for critical and creative worldmaking, this writing-intensive FYS will provide an introduction to feminist and queer performance. We will analyze the representation of women on stage, examine different ways in which people "do" gender and sexual identity in daily life, and articulate different strategies artists use to convey feminist or queer messages to their audiences. Over the course of the semester, students will be expected to produce 20 pages of critical writing (three short performance reviews and one 10-page research paper), perform staged readings, and workshop their writing. Whenever possible, we will pair performance studies texts alongside plays, performance art pieces, and other scenes of visual and cultural production. Selected playwrights, theorists, and performers may include Sue-Ellen Case, Cherrie Moraga, Judith Butler, Karen Finley, C. Carr, Nao Bustamante, José Muñoz, Ana Mendieta, Sharon Hayes, RuPaul, Jennie Livingston, Eileen Myles, Larry Kramer, Susan Sontag, Todd Haynes, Carrie Brownstein/Fred Armisen, and Carmelita Tropicana.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **FGSS167**

Prereq: **None**

THEA170 Lives of 20th-Century American Theater Artists

The seminar provides an overview of groundbreaking moments in 20th-century American theater history through a comparative examination of the autobiographies, biographies, diaries, journals, and letters of important actors, designers, directors, and theater critics. Many of these artists are members of minority groups, and all have contributed to significant changes in the nation's theatrical landscape.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA172 Staging America: Modern American Drama

Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neill, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175, AMST125, COL125, AFAM152, FGSS175**

Prereq: **None**

THEA175 August Wilson

During his lifetime, the world-renowned African American playwright August Wilson graced stages with award-winning and -nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *JITNEY* (1982) to *RADIO GOLF* (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL176, AFAM177**

Prereq: **None**

THEA183 Directed Experiences in Acting

Class members perform in a series of exercises, monologues, and scenes or short plays directed by members of the directing class (THEA281 or THEA381). Rehearsals take place outside of class. Approximately 60 hours of rehearsal and performance time are required. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA185 Text and the Visual Imagination

This course is about creating visual ideas through the interpretation of text. By exploring various texts, this class will navigate a variety of design concepts used in performance practices. The focus will include the development of a visual language, an investigation of creative processes, and collaborative concepts. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA199 Introduction to Playwriting

This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students' peers will provide oral and written feedback in workshop sessions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL269**

Prereq: **None**

THEA202 Greek Drama: Passions and Politics on the Athenian and Modern Stage

This course will introduce students to Greek drama as produced in its original setting and adapted in modern times. Most of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, Euripides, and comedies by Aristophanes along with selections from Aristotle's *POETICS* and Plato's *REPUBLIC*. We will consider issues such as, How does theater as an artistic medium reflect the personal, social, religious, and political life of the Athenians? Is there a connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for the characters and for the audience, and why have we been talking about catharsis for centuries? What is the relationship among the emotions, politics, and justice? We will finish the course by turning to adaptations of Greek tragedy in the 20th and 21st centuries. These will include works by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber, through which we will examine how the emotions and dilemmas of tragedy are replayed and revised in response to World War II and the South African Truth and Reconciliation Commission.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV202**

Prereq: **None**

THEA203 Special Topics in Theater History

This course uses historical examples, from preliterate Yoruba ritual performances to early 17th-century European theater, to consider the ways in which theater historians reconstruct and analyze theatrical events of the past. Our investigation is chronologically and thematically designed to pinpoint major epochs in the development of theater as well as to comparatively approach the ways in which scholars uncover evidence regarding such issues as character, criticism, gender, nationalism, race, religion, sexuality, spectatorship, and spectacle in performance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA208 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's *SHOW BOAT* and George Gershwin's 1935 production of *PORGY AND BESS* as the entry points of our analysis and end with *RENT*. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters

across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL233, MUSC276, AMST248**

Prereq: **None**

THEA210 Shakespeare

This course is an introduction to the drama of William Shakespeare. We will read plays representing the major dramatic genres--comedy, history, and tragedy-- and study them in the context of the historical transformations that shaped early modern England, from the Protestant Reformation to New World colonization. Our guiding focus will be on drama as a form of skepticism. How, we will ask, do Shakespeare's plays force us to question the legitimacy of political rule, the categories of race and gender, and the nature of the self? How do they imagine the challenge of knowing, trusting, and loving others? And how do they wrestle with the dangers of doubting too much?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL205**

Prereq: **None**

THEA213 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders's *Pina*, Elliot Caplan's *Cage/Cunningham*, John Cohen's *The High Lonesome Sound*, and Peter Greenaway's *Four American Composers*.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC231, DANC231**

Prereq: **None**

THEA214 Theater of Anton Chekhov: Research, Analysis, and Performance

This course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all of Chekhov's plays including dramas, comedies, and vaudevilles. Videos of the world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **COL215, REES279, RUSS279, RULE279**

Prereq: **None**

THEA218 Shakespeare and the Tragedy of State

Power, rebellion, class, and justice in English Renaissance tragedy. Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL218**

Prereq: **None**

THEA220 Performing Indonesia

This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arianne Mnouchkine, Lee Breuer, and Julie Taymour, who have all collaborated with Balinese performers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **CEAS229, DANC220**

Prereq: **None**

THEA221 Rescripting America for the Stage

This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials related to all forms of American culture from the revolution to hip hop. Initially our primary source material for adaptation will be Herman Melville's "Confidence Man." We will examine a range of performance texts adapted from nontheatrical sources, including Lin-Manuel Miranda's "Hamilton" and Dario Fo's subversive rewrite of Columbus' voyages, "Johan Padan and the Discovery of the Americas." Ancient Greek drama will also be studied for its dramatic structure and for its significance as a source for American adaptations such as Lee Breuer's "Gospel at Colonus." This course counts as a workshop and techniques course for the Writing Certificate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **AMST295**

Prereq: **None**

THEA224 Medieval Drama: Read It and Be in It

It was and still is revolutionary theater! This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality plays Mankind and Everyman. We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL224, MDST224**

Prereq: **None**

THEA228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage

The indescribable horror of two bloody world wars in the 20th century gave rise to numerous artistic movements that questioned the validity of science and the discourse of reason and logic to help human beings to make sense of our world. Among these were dadaism, surrealism, and the theater of the absurd. Confronted with the perceived failure of the promise of science, theater practitioners took to staging life unfettered by logic, reason, order, or meaning. How do we act if we think that life has no meaning? Without the scientific method to guide us, what happens to our understanding of how the world around us works and where we fit in? Where do hopelessness and despair lead us as a species? Can we somehow find meaning in an apparently meaningless existence? In this course, we will examine how dramatists in Europe and Latin America have staged these existential conundrums that threaten to undermine centuries of social and scientific "progress." All class work is in English.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST228**

Prereq: **None**

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

From 1580 to 1680, Spanish playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine six of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, and Tirso de Molina in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso, Calderón's "Spanish Hamlet" Segismundo, and Lope's spitfire diva Diana, the Countess of Belflor) and their virtuosos dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to performance spaces and traditions and the shaping influence of women on the stage (in contrast to England). Organized around the careful reading of six key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful texts closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN231, COL313**

Prereq: **None**

THEA235 Writing On and As Performance

This course focuses on developing descriptive critical writing skills. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Claudia Rankine, Eve Sedgwick, and Ann

Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, and free form prose. Students will complete in-class writing assignments and exercises in response to written, recorded, and live performances by a range of contemporary artists.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL278**

Prereq: **None**

THEA237 Performance Art

This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body. This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists who used the concepts of chance, failure, or appropriation in their work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC237**

Prereq: **None**

THEA238 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World

Hybridity, heterogeneity, transnationalism, and interculturalism are just a few of the terms that have proliferated within the marketplace of ideas over the past several years as reflections, from within the field of critical theory, of one of the contemporary world's dominant social realities: the massive displacement of peoples across borders and the creation of constricted multicultural zones of interaction and conflict within the confines of single nations. The Spanish-speaking world has been affected by this phenomenon in particular ways, in both Spain and North America. In this course, we will study how Spanish, Mexican, and Chicano playwrights and stage artists working in various genres have responded to this reality, how and why they have chosen to craft the collective experience of the border as performance, and how they have addressed the cultural and political tensions that are associated with this experience. The framework for our study will be comparative in both content and format. We will focus on two borders--the Strait of Gibraltar and the Río Grande (Río Bravo)--and on the two corresponding migratory experiences: from North and sub-Saharan Africa into Spain, and from Latin America into the U.S. This course will be taught simultaneously at Wesleyan and at the Universidad Carlos III in Madrid, Spain. When possible, classes will be linked through videoconferencing. Wesleyan students will collaborate with their counterparts in Spain on various projects and presentations. In general, this course is designed to help students develop skills of critical analysis while increasing their Spanish language proficiency and intercultural awareness.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN258, LAST259**

Prereq: **None**

THEA245 Acting I

This course is designed to explore the actor's instrument--specifically, the vocal, physical, and imaginative tools necessary for the creative work of the

actor. Students will examine the creative process practically and theoretically, through exercises, improvisation, psychophysical actions, and text work. The course explores approaches to and theories about acting that are rooted in the techniques of Konstantin Stanislavsky.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA248 Analysis of Clothing: From Flappers to ZootSuits

As we investigate clothing from a sociocultural perspective, we will do a close reading of garments in these particular time periods. Our focus may include construction techniques, pattern making, and identification of fibers and textiles, as well as their origins. Discussions will cover the fashion industry and its connection to both art and commercialism, as well as its influence on diverse communities, among other topics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA249 Contemporary Plays: Writing and Reading

Students will read plays currently or recently produced around the nation and write short-form dramatic pieces in response to and in conversation with the techniques and styles encountered. The course may be taken separately but is intended as a prelude to THEA399, Advanced Playwriting: Long Form.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL249**

Prereq: **THEA199**

THEA254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900--1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard or public intellectual in the context of the Second Republic (1931--1939), Spain's first important experiment with a progressive democracy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN254, COL237**

Prereq: **None**

THEA261 Sites of Resistance & Memory: Theater, Performance, & Political Consciousness in Contemporary Spain

Compared to other literary genres, and given its essentially social (public) format, the theater is an especially vulnerable mode of cultural expression and, therefore, becomes the natural prey of both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the official (state) censorship that prevailed under Franco (1939--1975) and that prompted Spanish playwrights

to develop subtle strategies for resisting authority in the name of democracy and for dialoguing with their society, as playwrights are wont to do, regarding the crucial social and political concerns of the day. The parliamentary regime born in aftermath of the dictator's death ushered in an era of fervor and experimentation unprecedented in recent Spanish cultural history, one in which playwrights have increasingly embraced the struggle against more covert (social) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1939. We will focus on context, on how the theater, society, and politics are intertwined, through evaluating both works of dramatic literature and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a century, have become a battleground where Spaniards either seek or resist reconciliation with their shared history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN261**

Prereq: **None**

THEA266 Black Performance Theory

What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheliye, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong'o, and Daphne Brooks.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **AFAM266, ENGL263, AMST262, FGSS276**

Prereq: **None**

THEA267 Revolution Girl-Style Now: Queer and Feminist Performance Strategies

Looking to the rich cultural history of queer and feminist performance in the U.S., this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms "feminist" and "queer" come to determine a specific piece of theater or performance art. Is it the author's own political affiliation that establishes the work as feminist? Is it the audience's reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words "queer" and "feminist," we will pair theoretical readings with theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, Bikini Kill, boychild, Lucy Lippard, Laurie Weeks, and Dean Spade.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **AMST276, FGSS267**

Prereq: **None**

THEA276 Body, Voice, Text: Theater and the Transmission of Experience

Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN276, LAST276**

Prereq: **None**

THEA279 Music Theater Workshop

This class will be a collaborative, hands-on workshop for playwrights and composers who will work together throughout the semester to create original, one-act musicals. Students will generate show ideas, draft librettos, and musicalize their scripts to create original musical theater pieces. Both playwrights and composers will write lyrics. Students will explore writing strategies and narrative structure and apply those skills to tell stories through the distinct genre of the American musical. Students will leave the class with a grasp of the components of this art form, as well strategies to create new work of their own.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **MUSC230**

Prereq: **THEA199 OR MUSC103 OR MUSC201**

THEA280 Award-Winning Playwrights

With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL281, AFAM279**

Prereq: **None**

THEA281 Introduction to Directing

In this basic experimental studio course, students investigate the role and work of a director. Through practice and discourse, topics to be considered include

the director's analysis of text, research, working with actors, blocking, rehearsal procedures, and directorial style.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

THEA285 Acting II

This course is the continuation of THEA245, Acting I, deepening the investigation of contemporary actor training methods grounded in the work of Konstantin Stanislavsky. Through advanced scene study, students apply their exploration of technique and training. This is an advanced acting course in studio format. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

THEA289 Writing History

This course is an intermediate-level playwriting workshop. We will examine plays that use different dramaturgical strategies to grapple with, question, and invigorate the historical record, including Miller's *The Crucible*, Jacob Jenkins's *An Octaroon*, Miranda's *Hamilton*, and Shakespeare's histories. We will then write original plays that spring from, react to, and grapple with the past as it has been told and hidden from telling. In addition to numerous short exercises, students will research and write a 40-page history play.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL330**

Prereq: **[THEA199 or ENGL269]**

THEA291 French and Francophone Theater in Performance

This course offers students the opportunity to put their language skills in motion by discovering French and Francophone theater in general, and acting in French in particular. This transhistorical course will introduce students to acting techniques while allowing them to discover the richness of the French and Francophone dramatic repertoires. Particular emphasis will be placed on improving students' oral skills through pronunciation and diction exercises. The course will culminate in the performance of the students' work at the end of the semester. Based on the "cours d'interprétation," and offered exclusively in French, this course gives French language students a chance to improve language skills and discover the art of acting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN281**

Prereq: **None**

THEA297 Latin American Theater and Performance

This course will focus on the history, theory, and practice of theater and performance in Latin America in the 20th century. We will be particularly interested in the intercultural aspects of Latin American theater and performance that have reinvented and reinvigorated European dramatic forms through their constant interaction with non-Western cultural expressions in the Americas. We will examine a wide variety of performance practices, including avant-garde theater, community theater, street performance and agitprop, solo, and collective theater. The syllabus is loosely organized in a chronological fashion, structured more importantly around critical themes in Latin American history, culture, and society in the 20th century. We will take as our primary source material both readings and video recordings, when available, that will be supplemented by a wide variety of historical, critical, and theoretical background readings, including texts written by theater practitioners, theorists, and critics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN279, LAST266**

Prereq: **None**

THEA299 A Playwright's Workshop: Intermediate

This course will help students discover the power of research as a source of theatrical inspiration. We will research the techniques of playwrights such as Suzan-Lori Parks, Dario Fo, Doug Wright, Caryl Churchill, and Arthur Kopit (along with others you will choose on your own) to find out what can be learned by borrowing, adapting, transforming, rejecting, inverting, or reimagining elements of their work. We will also research historic and contemporary events as sources for the creation of effective theatrical characters and situations. To use Parks' metaphor, we will use research as a way to dig for the bones, hear the bones sing, and write it down.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL299**

Prereq: **[THEA199 or ENGL269]**

THEA302 Contemporary Theater: Theories and Aesthetics

By examining key moments in Western theater history, this course explores the active relationship between theoretical thought and aesthetic innovation on stage. We reconstruct these moments by relying on a variety of documents and media, including, but not limited to, theater on film, play texts, documentaries, scholarly articles, manifestos, and reviews. The course highlights the ways in which such groundbreaking works represent dynamic, diverse, and cumulative ruptures with the mainstream and ultimately shape how we see and create theater today. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185**

THEA305 Lighting Design for the Theater

This course explores the design and technical aspects of lighting design, as well as the role of the lighting designer in a production. Practical experience is an important part of the course work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105 OR DANC105**

THEA309 The Actor's Work on Psychophysical Actions: A Nonrealist Approach

The course offers an in-depth studio experience in Jerzy Grotowski's approach to the creation of psychophysical actions outside of the frame of realism. The term psychophysical action was coined by Russian director and pedagogue Konstantin Stanislavsky, who dedicated his life's work to the elaboration of the first Western acting system. Stanislavsky viewed the acting conventions of Romanticism and melodrama as "false," inadequate, and passé. As a proponent of realism, then an emerging theatrical genre, Stanislavsky sought to develop an acting system that would support the creation of "truthful" actions on stage. The late Polish director Jerzy Grotowski continued Stanislavsky's research on the method of psychophysical actions. In response to the theatrical trends of his time, Grotowski's own research aimed at freeing actors from the conventions and materials of realism. Instead of departing from dramatic literature, students in this course will learn how to create psychophysical actions using points of departure such as personal memory, short stories, poems, visual materials, objects, traditional song, and so forth. The goal is to guide them to create repeatable scores of psychophysical actions; select, extend, and/or omit specific fragments in their score; juxtapose text or song to the physical score; and use objects in a manner that is precise and expressive. During the second half of the semester, students will learn how to "edit" their scores of psychophysical actions in partner and ensemble work. This portion of the course provides actors with insight into directorial work, a knowledge that gives them greater autonomy in the creative process. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

THEA310 Shakespeare's Macbeth: From Saga to Screen

A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have

recast these concerns by comparing scenes from films of *MACBETH* from 1948 to the present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL305**

Prereq: **None**

THEA316 Performance Studies

Performance Studies introduces students to theories from the fields of aesthetics and cultural studies to help them examine how particular uses of the body, space, and narrative intersect to inform our experience of "performance," broadly defined. A reading- and writing-intensive seminar, Performance Studies prepares students to develop in-depth research on a topic of their choice. They may experiment with archival and library research, analysis of live performance, and analysis of documents of various kinds, including visual materials. In class, we will look at a wide range of public events and use the frame of performance studies to engage the interplay between real and fictional in both artistic productions and performative contexts. This seminar is appropriate and recommended for students with a background in either performance (theater, dance, music, performance art) or ritual/cultural studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **RELI385**

Prereq: **None**

THEA317 One Night Only: Performance and Technology in the American Avant-Garde

Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media, on the other hand, is thought of as fixed, repeatable, and unchanging. In this course we will ask: What does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized, and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemera, performance, and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogues. Texts and artistic sites will include Reza Abdoh, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **AMST277, FGSS317**

Prereq: **None**

THEA318 Introduction to Viewpoints

In this studio class, students learn and are immersed in the Viewpoints--a vocabulary which breaks down the two dominant issues any performance-based artist deals with: Time and Space. Students practice the Viewpoints and learn a language for talking about what happens on stage. Through practice, students develop tools not only for their own individual work, but for collaboration, offering ensembles a way to quickly generate original work. While a form of movement improvisation, students will also apply the Viewpoints as a means to staging to text as well as generate composition pieces. This class is open to

directors, actors, designers, dancers, choreographers, musicians, composers, and writers.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC318**

Prereq: **None**

THEA319 Voice and Heightened Text

This is an advanced acting class in studio format focusing on the skills of voice and speech needed for the performance of classical texts. Students will follow a progression of in-class exercises designed to uncover a voice that is flexible, responsive, and sensitive to impulse. In addition, students will explore scene study techniques specifically developed in connection with performing Shakespeare's plays and designed to engage them physically and vocally with the demands of almost any play written in heightened text. During the course of the semester, students will memorize, rehearse, and perform scenes and monologues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

THEA322 Crossing Borders on the Early Modern Stage

This course looks at the ways in which seven fascinating plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger responded creatively to and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements--of peoples, ideas, goods, capital, and diseases--that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed and online resources and Wesleyan's Special Collections and Archives. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish professional stage in roles played by boy actors in England). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST302, SPAN302, ENGL377, COL314**

Prereq: **None**

THEA323 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *COLOR STRUCK* and August Wilson's 2006 play *GEM OF THE OCEAN* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL385, AFAM323, AMST299, FGSS323**

Prereq: **None**

THEA325 The Contemporary Stage and the Antitheatrical Prejudice

Theater has always hosted a broad array of arts disciplines: dance, literature, music, the visual arts, and, most recently, film and the digital moving image are commonly incorporated on the theatrical stage. Regardless, the lingering assumption that theater is irrevocably anchored in a dramatic text resulted in the classification of the emerging theatrical forms of the late 20th century as "performance," rather than as "theater" per se. The theoretical foundation of this course will be what Erika Fischer-Lichte has called "the performative turn." We will consider theater as event as we examine its mobility across arts disciplines. Theater's defining characteristic lies in the verifiable autonomy of a production's "performance text," not the written one, but the live and kinesthetic "text" that engages the actors' bodies and design elements in time and space.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM384**

Prereq: **None**

THEA329 Technical Practice A

This course will involve assignment to a responsible position in one of the various areas of technical theater, as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.50 credits.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105**

THEA331 Technical Practice B

This course will involve assignment to a responsible position in one of the various areas of technical theater, such as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.50 credits.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105**

THEA334 Production and Performance of a German Play

This course entails the intensive study and performance of a play from the German-speaking repertoire. All aspects of production, including costuming, directing, technical aspects (where possible), and preparing the program, will be in the hands of the student. The course offers students the opportunity not only to improve their language skills, but also to encounter one of the world's richest theater traditions. We will spend the first few weeks approaching the play from various historical and theoretical angles, and the remainder to plan and prepare the performance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST334**

Prereq: **(GRST101 AND GRST102)**

THEA340 Performing Brazil: The Postdictatorship Generation

The course takes as its point of departure a close and critical reading of modernist Oswald de Andrade's "Cannibalist Manifesto" (1928) and the writings of artists working during and after the dictatorship years. As the semester progresses, the course will examine postdictatorship works in film, music, literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance recordings. Discussions will focus on the relationship between Brazil's postcolonial condition and political history, including the country's current artistic production and sense of national identity.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **LAST340, FIST340**

Prereq: **None**

THEA348 Music and Theater of Indonesia

Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A principal theme will be the differing intercultural and interreligious experiences in the two neighboring and related cultures of Java and Bali. In light of the increasingly contentious global geopolitical environment in our post-9/11 world, the course pays special attention to the impact of the recent deeper Islamization of Indonesian society on performing arts. A portion of the course is devoted to demonstrations and workshops, including instruction of performance of Terbanggan (an Islamic frame drum ensemble) and Gamelan (percussion ensemble of Java and Bali).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **MUSC111**

Prereq: **None**

THEA357 Space and Materiality: Performing Place

Scenography explores and shapes the material world in and through the performative event. In site-specific performances, scenography transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer's body intervene in the architecture of a place and the spectator's reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and hands-on understanding of the material potential and limitations of the four key elements involved in the scenographic project—artistic design, the actor's body, local architecture, and time. This course is divided in four units: site-specific interventions; street performance; immersive theater; and theatrical apparatus. Each unit includes scholarly readings, assignments in performance and scenography, and a response paper. The final project for the course is a performance intervention devised for a particular site on campus that demonstrates the student's cumulative grasp of site specificity, scenography, and materiality.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **CHUM317**

Prereq: **None**

THEA359 Design and the Performative Space

In this course, we will explore, construct, and deconstruct the performative space, whether theatrical, site-specific, or virtual. We will analyze the space as a context to be activated by the body of the performer and witnessed by an audience. Through theoretical and practical assignments, we will study the aesthetic history of the theatrical event while developing your own creative design process. You will be guided through each step of this process: concept development, visual research, renderings or drawings (Vector Works and Sketchup), model making (3D printing and modeling), and drafting. The Theater Department organizes a variety of performances for students enrolled in its courses. Field trips to see performances off campus are integrated into course syllabi. Instructors will notify students of all dates at the beginning of the semester and costs for all course field trips are covered (specifically, transportation to and from the performance and tickets). Any potential scheduling conflicts for field trips should be discussed with faculty members. Once students indicate that they are going and tickets are purchased, it is assumed they will attend. (Students backing out of field trips they had said they would attend will be asked to cover the cost of their ticket.) Performances of visitors to Wesleyan's Center for the Arts are integrated into course syllabi and students are required to attend these performances unless otherwise negotiated with instructors. Tickets for performances are available to students at the Box Office in Usdan at the reduced price of \$6.00.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC359**

Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131**

THEA360 Media for Performance

This course examines the use of technology in performance, from the creation of mechanical moving scenery to 3D scenography. We will look into the development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC364**

Prereq: **None**

THEA364 Friendship and Collaboration: In Theory, In Practice

How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or cohabitators enact togetherness. Artists and projects to be discussed include: Andy Warhol's Factory, Hugo Ball, Emily Johnson, Black Salt Collective, My Barbarian, Harriett's Apothecary, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL362, AFAM364**

Prereq: **None**

THEA365 Greek Tragedy: Euripides

Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **GRK365**

Prereq: **None**

THEA366 The Sounds of Black and Brown Performance

This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories.

Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM366, ENGL363, AFAM362**

Prereq: **None**

THEA370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

This course uses recent scholarship on spectatorship and popular culture to interrogate the production and reception of "popular" black performances and representations within and beyond the United States. With special attention to the historical context in which these black cultural products are created, disseminated, and received, we focus on the social spaces, local contexts, temporal conditions, and embodied acts within which these case studies emerge and examine the political implications of their consumption and sustainability. Central to our investigation will be a consideration of the ways in which the terrain of "the popular" is inextricably linked to issues of aesthetics, appropriation, authenticity, circulation, community, globalization, identity, marginalization, meaning-making, and power. Case studies will include historic and contemporary examples from theater, dance, film, music, media, and the visual arts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM370, AFAM370**

Prereq: **None**

THEA371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora

This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL371, FGSS371, AFAM371**

Prereq: **None**

THEA381 Directing II

This course, the continuation of THEA281, presents a further investigation of the elements of directing, dealing with the production concept and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, music, etc. This is an advanced directing course in studio format. Students will go through all stages of directing: selecting the script, its analysis, adaptation, set design, casting, rehearsing, lighting, and performing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **(THEA245 AND THEA281)**

THEA383 Introduction to Costume Design for Performance

This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

THEA384 Introduction to Puppetry: The Creation of Puppet Performance from Oral Histories and Factual Events

We will begin our exploration with a two-session intensive workshop with Dan Froot and the WHO'S HUNGRY? Puppeteers, where we will be working with stories collected in New England at homeless shelters and food banks. Based on this introduction, students will then create their own fact-based performances on topics or individuals of their own choice. The emphasis of the course is on theatricalization and performance rather than the creation of technologically complex puppets.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA390 Performance Ensemble

Since theater is an art of collaboration, this course will offer advanced acting and directing students an opportunity to develop their skills in an

ensemble environment and collaborate on the final presentation in the form of public performance. Students will be able to choose an acting or directing concentration. Acting techniques will include intense work on one or two chosen characters, developing three-dimensionality of the part, performing in an ensemble, and Michael Chekhov's acting method. Directing techniques will focus on adaptation, production concept, and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, sound, etc. Students will go through all stages of preparing a public performance: selecting the script, its analysis, adaptation, conceptualization through design elements, casting, rehearsing, collaboration with designers, and performing. The course will fulfill an advanced directing requirement for students interested in pursuing senior theses in directing and offers an additional level of acting training to advanced acting students.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

THEA399 Advanced Playwriting: Long Form

This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL399**

Prereq: [**THEA199 or ENGL269**]

THEA401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

THEA404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

THEA407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

THEA408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

THEA409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

THEA419 Student Forum

This is a student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

THEA420 Student Forum

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

THEA427 Performance Practice A

Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA431 Performance Practice B

Assigned advanced work done under faculty supervision in the department production program. Entails 60 hours of participation.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA433 Performance Practice C

Assigned advanced work done under faculty supervision in the department production program. Entails 120 hours of participation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

THEA434 Applied Scenography: From Idea to the Stage

This course may be repeated for credit. In this course, students will develop a specific design for the stage by doing close reading and analysis of the text for their specific projects. Students will be guided through each step of these processes in a formal approach: concept development, visual research, renderings or drawings, model-making, and/or drafting. The course will have a special emphasis on the collaborative process and on the designer's role to fulfill the needs for the actual construction of their projects. Students will create and design set, media, or costumes for their projects, integrating the notions of design principles and performance elements. This course counts toward the Theater Major as Performance Practice (in Design) only.

Offering: **Host**
 Grading: **OPT**
 Credits: **0.50**
 Gen Ed Area: **HA-THEA**
 Prereq: **THEA359 OR THEA383**

THEA435 Performance Practice in Design A

Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.

Offering: **Host**
 Grading: **OPT**
 Credits: **0.50**
 Gen Ed Area: **HA-THEA**
 Prereq: **None**

THEA437 Performance Practice in Design B

Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **HA-THEA**
 Prereq: **None**

THEA465 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**

THEA466 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**

THEA469 Education in the Field, Undergraduate

Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

THEA470 Independent Study, Undergradua

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**
 Grading: **OPT**
 Credits: **1.00**
 Gen Ed Area: **None**
 Prereq: **None**

THEA491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
 Grading: **OPT**

THEA492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**
 Grading: **OPT**

UNIVERSITY (UNIV)

UNIV401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

UNIV402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

UNIV403 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

UNIV404 Department/Program Project or Essay

Project to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

UNIV407 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
 Grading: **OPT**

UNIV408 Senior Tutorial (downgraded thesis)

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**
 Grading: **OPT**

UNIV409 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

UNIV410 Senior Thesis Tutorial

Topic to be arranged in consultation with the tutor.

Offering: **Host**
 Grading: **OPT**

WRITING (WRCT)

WRCT150 The Art of Academic Writing: The Environmental Movement in American History

This writing-intensive course uses primary sources and a Write-to-Learn model to explore the roots of the environmental movement in America. Topics will include artistic explorations of nature, the rise of the conservation movement, legal protections of the environment, and environmental justice. The course will help students understand the rhetorical conventions of various academic disciplines. Readings will include popular literature and scientific papers, and example tasks will require students to master writing for a broad audience.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS150**

Prereq: **None**

WRCT221 Writing about Science and Other Specialized Topics: A Journalistic Perspective

This seminar teaches students--both scientists and nonscientists--how to become more effective writers. Students will learn the basics of news reporting and feature writing, including the best ways to develop ideas, how to efficiently conduct research, how to organize information, how to ask effective questions, and how to craft different types of articles and essays on deadline. While science journalism is the course's primary focus, students will also explore reportage in other specialized subjects such as business, education, technology, and politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

WRCT222 Writing About Science and Other Specialized Topics: A Journalistic Approach

This seminar emphasizes journalistic writing and will help students learn to present specialized material in a way that will interest general readers. While science journalism is one focus of the course, students may also explore reportage in other subjects such as technology or education. Students will learn the basics of news reporting and feature writing, including the best ways to develop ideas, efficiently conduct research, organize information, ask effective questions, and craft different types of articles and essays on deadline.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

WRCT223 Translating a Story

This course aims to survey the process of "translating" an experience into a creative written work. With an emphasis on creative nonfiction, students will consider how a real-life event becomes most alive on the page. What parts are best transformed into scene? How do we choose the right language for dialogue, time period, or a work's mood or tone? What should, or can, we omit? In reading writers who have used both fiction and nonfiction to present a given autobiographical experience, and practicing writing an experience for different audiences, students will compare the craft tools that make a story work within its given form. Concurrently, the class will pursue exercises in translation from other languages into English to assess these same language and narrative choices in microcosm.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

WRCT224 Science & Environmental Journalism

This course will concentrate on the challenges of reporting on scientific and environmental news as well as on writing about complex scientific subjects for the non-science reader. It will also address the rapidly changing nature of journalism and the new forms of story-telling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

WRCT225 Writing Biography: Denis Diderot, a Case Study

How does one re-create someone else's life, in words? How does one conjure up the historical context that surrounds a far away existence? How does one bring together different forms of evidence--from the archive, primary sources, secondary sources, and written shreds of a life--to create the illusion of knowing the dead? In this course, we will ask these questions about the most fascinating figure of the French Enlightenment, Denis Diderot (1713--1784). In addition to editing the greatest encyclopedia of the 18th century, this would-be priest turned atheist also dreamt of natural selection before Darwin, the Oedipus complex before Freud, and a form of genetic manipulation centuries before Dolly the Sheep was born, all the while making significant contributions to art criticism, dramaturgy, natural history, and political philosophy. His private life, which includes affairs and prison, is also worthy of scrutiny and examination. While reading about his existence and studying a selection of his works, students in this class will undertake a series of biography-related written exercises that seek to resurrect various aspects of this intriguing thinker or members of his cohort. This course and readings are in English.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FIST225**

Prereq: **None**

WRCT250 Topics in Journalism: Introduction to Data Journalism

This course serves as an introduction to the field of data journalism. Students will learn to apply the processes of a data scientist to journalism using the R software platform. Through case studies and practical assignments, students will gain knowledge of data journalism's rich history and potential, while practicing modern, hands-on methods in acquiring, exploring, analyzing, and reporting about data. By the end of the course, students will be able to produce polished data stories and be prepared to continue pursuing their interests in either journalism or data science.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **QAC250, CSPL250**

Prereq: **None**

WRCT250D Topics in Journalism: Writing (and Arguing) About Inequality: How to Make Your Case

In this nonfiction seminar, students will explore how to write about social issues by identifying inequity, understanding the logic and rhetoric used to both defend and criticize it, and developing their own skills to effectively communicate their opinion. Modeled after journalistic work, the course will also develop students' abilities to conduct first-person research and observation and then translate them into written form for use in nonfiction. We will also explore questions of authenticity, voice, and dominant narrative, allowing students to examine what it means to write about communities other than their own--and the issues implicit in doing that work. Work from across the political spectrum will be addressed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250D**

Prereq: **None**

WRCT250E Topics in Journalism: War Stories-Fact, Memory, & Imagination: Conflict Reporting & Literature of War

War stories occupy a unique place in public life. They reflect on a nation's character in ways that many other stories don't. They are also notoriously

slippery, especially when told and retold back home. Yet even when we doubt them, war stories are endlessly rich in high-stakes human drama. From the Iliad and the Bible to the videotaped beheadings of ISIS hostages in Iraq, these tales and images grab our attention and don't let go. This course will have dual aims: to help students understand how journalists have historically covered conflict and how that work is done today; and to explore war stories, both fictional and journalistic, with special attention to style, technique, narrative coherence, reliability, and the relationship between facts and truth. Our conversations will be guided by an emphasis on the complex and shifting relationships between combatants, journalists, and other kinds of storytellers and the role of perspective in war reporting. Who is telling the story, and how does the narrator's experience influence what she sees and recounts? War correspondents have an important responsibility to hold governments and militaries accountable. Yet it's worth asking whether war stories can ever be truly "objective"--and even whether they should be. We'll look closely at the way contemporary journalists cover war, the practice of "embedding" reporters with military forces, and how the expansion of propaganda and "information warfare" have changed and complicated the work of war reporting. In an age of instant messaging and online news, battlefield correspondents find themselves grappling with spin at a dizzying pace. The avalanche of information and disinformation has coincided with an acute dearth of resources to support foreign reporting, particularly by traditional media outlets in the United States.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250E**

Prereq: **None**

WRCT250F Topics in Journalism: Journalism, Nonfiction Writing, and the Search for Truth

Journalism is a kind of nonfiction writing about the present, in the service of the public. Journalists seek to give an accurate depiction of the world around us--the hell of war, the horror of poverty and exploitation, the beauty of art and dance, the delight of travel. All too often, especially in today's world of wonks and publication at the speed of Twitter, journalism falls short of describing the world with accuracy--sometimes because of deliberate distortion, personal or political; sometimes because of a failure to do adequate research; and sometimes because it isn't always easy to give a fair description of the truth. Truth can be a slippery thing--there can be many competing versions. Who is to say which version is right? This course will examine examples of journalism and other nonfiction writing that do an exemplary job capturing the world and reporting the "news." It will also examine and dissect articles where writers have fallen short. We will discuss methods, tools, and strategies for trying to depict the world truthfully--interviews, investigative reporting, document searches, and pursuing conflicting voices and viewpoints. We will also explore personal memoirs and the tensions between being faithful to memory and being faithful to truth. In this course, we are likely to examine truth, fairness, and distortion when it comes to writing about economics and labor issues and abuses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250F**

Prereq: **None**

WRCT250G Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news--it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of *IN COLD BLOOD*, which he first published as a series of articles in *THE NEW*

YORKER in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point--but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **ENGL257, CSPL250G**

Prereq: **None**

WRCT250H Topics in Journalism: Writing Op-Ed Pieces and Political Essays

This course offers practice in writing op-eds and political essays in short and long forms. This class may be of interest not only to writers but also to students studying political science, history, economics, ethics, sociology, or an interdisciplinary field, such as American studies. The main goal of this class is teaching students how to engage in debate in the public sphere over the major themes and issues of our time. Other than an intense reading schedule and a writing workshop, the other major component will be guest speakers. They include journalist, essayists, and scholars working in their fields but with an authoritative presence in the public sphere.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250H**

Prereq: **None**

WRCT250J Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news--it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of *IN COLD BLOOD*, which he first published as a series of articles in *THE NEW YORKER* in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point--but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them. The course will be taught by Steve Almond, the 2016--17 Koepfel Journalism Fellow. He has been an investigative journalist in Miami and El Paso and is an award-winning writer of nonfiction and fiction. He is the author of eight books, including several New York Times bestsellers, and is currently teaching narrative journalism at the Nieman Foundation at Harvard.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250J**

Prereq: **None**

WRCT250K Topics in Journalism: Writing, Wit, and the Natural World

This course will engage students as readers and writers of essays, opinion pieces, and long-form articles about the natural world. We live in the shadow of climate change and the sixth great extinction event. So when is outrage effective, and when does wit or irony allow a writer to find a more persuasive voice? What's the role of objectivity in a world where everybody seems to be shouting? We will consider the work of such writers as Gerald Durrell, David Quammen, Elizabeth Kolbert, and Peter Matthiessen. Students will also write regularly and collaborate together in class to critique and improve one another's work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250K**

Prereq: **None**

WRCT256 Writing for Television

This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, and the role of narrative and narrator; and (3) understanding the workings and business of television. Each student will conceive of, synopsise, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM455**

Prereq: **None**

WRCT259 Writing About Film

This course will introduce students to the major concerns of popular film criticism. Primary emphasis will be placed on actors and styles of acting, the impact of changing social ideologies on film, and the effects of big-budget filmmaking on production. Students will be asked to think and write critically as well as personally about these concepts. Each week will include a screening, a lecture, and a group discussion. Students will be graded based on class participation, weekly writings, a midterm, and a final project.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM452**

Prereq: **None**

WRCT260 Advanced Fiction

This demanding, reading- and writing-intensive course focuses on character, structure and plot, sentence structure, development of a strong and idiosyncratic voice, the role and history of the narrator, points of view, and writing with meaning. (This course previously carried the title Reading and Writing Fiction II.)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL381**

Prereq: **None**

WRCT263 Writing for Television II

This advanced course requires that each student act as writer, producer/network executive, and lead discussant on one of the professional scripts we read.

Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL357, FILM459**

Prereq: **None**

WRCT264 Creating Children's Books I

In this course each student will create and illustrate a children's book, at the picture book or illustrated chapter book level. Assignments include examining a variety of children's books (from 1930 to the present) and emulating specific authors and illustrative techniques as we develop original work. We will discuss both text and illustration in published picture books, and the creative assignments and workshop discussions will focus on both components, and their interaction. We will look at a range of questions: What is this book for? Who is it for? Does it appeal to children and adults in different ways? What assumptions does it make about the world of childhood and the relationships children have? How does it obscure, reveal, comment on, or attempt to change the truths of life--things like love, desire, satisfaction, hurt, difference, sickness, and death? What values or norms does it establish--or subvert? What do the words and pictures do to each other? What values or expectations are at stake as the story or pattern unfolds? We will use questions like these to help drive our experiments and revisions as we workshop all stages of our books.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL297**

Prereq: **None**

WRCT266 Creating Children's Books II

In this course, each student, already experienced in writing for children, will create and illustrate a children's book, at the picture book or illustrated chapter book level. Assignments include examining a variety of children's books (from 1930 to the present) and emulating specific authors and illustrative techniques as we develop original work. We will discuss both text and illustration in published picture books, and the creative assignments and workshop discussions will focus on both components, and their interaction. We will look at a range of questions: What is this book for? Who is it for? Does it appeal to children and adults in different ways? What assumptions does it make about the world of childhood and the relationships children have? How does it obscure, reveal, comment on, or attempt to change the truths of life--things like love, desire, satisfaction, hurt, difference, sickness, and death? What values or norms does it establish--or subvert? What do the words and pictures do to each other? What values or expectations are at stake as the story or pattern unfolds? We will use questions like these to help drive our experiments and revisions as we workshop all stages of our books.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

WRCT317 Special Topics: Plot

In this special topics course, we will study classic and contemporary novels, stories, and television dramatic series that immerse the reader and viewer in an absorbing fictional plot. Our priorities will be close reading and watching for the pleasure and enlightenment of the works as wholes, as well as an examination of the choices storytellers make to snag our imaginations, drag them into a fictional world, and keep them there. The study will culminate in new creative work: short stories you will write and the class will critique in a workshop setting.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL317**

Prereq: **ENGL292 OR ENGL296**

WRCT347 Special Topics: Day Books, Diaries, Notebooks, Etc.

This class will take as its focus both creatively and critically the daily and episodic tracking of our own and others' insights, observations, inspirations, motivations; incidents and encounters that seem worthy of (personal) note, whether this be for instant gratification, imprint, or later expansion, simple records as well as flights of writing. We will read and keep journals of various kinds. Very little will be out of bounds.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL347**

Prereq: **ENGL292 OR ENGL296**

WRCT350 Writing Certificate Senior Seminar: Writing and Publishing

This is the capstone course for the Writing Certificate Program. This new version of the course offers you an opportunity to develop your writing, work closely with other Certificate seniors, and receive advice from professionals about editing and compiling work for publication. Details about new elements of the course will be offered in the fall. Digital media are transforming the nature of books and magazines. In this class, we will talk about how writers, editors, and publishers might think about the new landscapes of reading and writing. How can writers use digital media to create new forms? What's the value of materiality? How do social media affect or define what writers do? Guest speakers from the world of writing and publishing will talk about their experiences with new and old media.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

WRCT355 Special Topics: The Use of Humor

In this prose writing workshop, we will explore a variety of ways that humor can be deployed, in works ranging from the obviously comic, such as César Aira's novel *THE LITERARY CONFERENCE* (wacky hilarity) to works that might not be thought of as comic, such as Lynne Tillman's *NO LEASE ON LIFE* (jokes as a formal element in an otherwise grim fictional landscape) and Wayne Koestenbaum's *HUMILIATION* (a serious meditation with many funny examples and an antic voice). Other readings will be by Donald Barthelme, Renee Gladman, David Rakoff, Mary Robison, and Lynne Tillman. Students may write fiction or nonfiction; humor is optional.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL355**

Prereq: **None**

WRCT401 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

WRCT402 Individual Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

WRCT411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

WRCT412 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

WRCT491 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

WRCT492 Teaching Apprentice Tutorial

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

PRIZES

George H. Acheson and Grass Foundation Prize in Neuroscience • Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

Alumni Prize in the History of Art • Established by Wesleyan alumni and awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.

American Chemical Society Analytical Award • Awarded for excellence in analytical chemistry.

American Chemical Society Connecticut Valley Section Award • Awarded for outstanding achievement to a graduating chemistry major.

American Chemical Society Undergraduate Award in Inorganic Chemistry • Awarded to an undergraduate student in inorganic chemistry to recognize achievement and encourage further study in the field.

American Chemical Society Undergraduate Award in Organic Chemistry • Awarded to a senior who has displayed a significant aptitude for organic chemistry.

American Institute of Chemists Award • Awarded for outstanding achievement to a graduating chemistry major.

American Society for Biochemistry and Molecular Biochemistry Honor Society • The ASBMB Honor Society recognizes exceptional undergraduate juniors and seniors pursuing a degree in the molecular life sciences. Students are recognized for their scholarly achievement, research accomplishments, and outreach activities in the molecular life sciences.

Ayres Prize • The gift of Daniel Ayres, Class of 1842, to the first-year student who attains the highest academic standing in the first semester.

Baden-Württemberg—Connecticut Sister State Exchange • A grant for one academic year's study at a university in the German state of Baden-Württemberg, administered by the Connecticut Department of Higher Education.

Baldwin Fellowship • Established in 1952 by family and friends of Horace Reed Baldwin, Class of 1947, and awarded annually for study at law school to the member of the senior class who, in the opinion of the committee, shows the most promise of becoming an outstanding lawyer and public-spirited citizen.

Beinecke Scholarship • Awarded by the Sperry Fund for graduate study in the arts, humanities, and social sciences.

Bertman Prize • Established in memory of Bernard T. Bertman, associate professor of physics, by gifts from his colleagues, family, and friends, in 1970. Awarded to a senior majoring in physics who displays a particularly resourceful and creative approach to physics research.

Blankenagel Prize • Income from the John C. Blankenagel Fund, established in 1970, awarded at the discretion of the German Studies Department to enrich educational offerings in the area of humanistic studies, or to assist a superior student in completing a project in German studies.

Boylan Award • Given by Jennifer Boylan in honor of her classmate, Annie Sonnenblick, the award recognizes an outstanding piece of creative nonfiction, journalistic work, or writing for general readers.

Bradley Prize • The gift of Stanley David Wilson, Class of 1909, in memory of Professor Walker Parke Bradley, to the senior or junior who excels in chemistry and particularly in special original work.

Bridge Builder Award • Awarded to a student and student group who have succeeded in strengthening the relationship between Wesleyan and the greater Middletown community.

Briggs Prize • Established in 1900 by the gift of James E. Briggs, to the student who has done the most effective work in intercollegiate debating.

Professor Samuel Hugh Brockunier Prize • Awarded for the best final essay on a social studies topic by a student in the Graduate Liberal Studies program.

Christopher Brodigan Fund Award • Established in memory of Christopher Brodigan, a Wesleyan student who died in an accident in his frosh year. The Fund pays tribute to Christopher's deep interest in Africa and to the public service he provided through teaching in Botswana prior to entering Wesleyan. Awarded to graduating seniors and recent graduates who plan to pursue public service or research in Africa.

Erness Brody Prize • Established in 2002 by Ann duCille in honor of Professor Erness Bright Brody, former chair of the African American Studies Program. Awarded annually to a senior African American Studies Program major for excellence in written expression.

Bruner Freshman Improvement Prize • The gift of William Evans Bruner, Class of 1888, to the student whose second-semester first-year record shows the greatest relative improvement over that of the first semester.

Butler Prize • The Butler Prize, established in 1991 in honor of retiring colleague Jeffrey D. Butler, is awarded for the best Honors thesis in African, Asian, or Latin American history.

Butterfield Prize • Established by the Class of 1967 and awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment, and concern for the Wesleyan community shown by Victor Lloyd Butterfield, eleventh president of the University.

Camp Prize • Established in 1905 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

Nancy Campbell/National Trust for Historic Preservation Summer Internship Program • Established by friends and admirers in honor of Nancy Campbell, wife of former Wesleyan University President Colin Campbell, in recognition of her national leadership in historic preservation, and awarded to rising juniors or rising seniors.

Frank Capra Prize • Established in 1983 to honor Frank Capra, Hon. 1981, the great American film director whose collected papers are in the Wesleyan Cinema Archives. Best film to exemplify Capra's skill in telling a human story that contains both humor and pathos.

Cardinal Crest Award • Awarded to the member of the WSA who has given honor to his/her post on the WSA or one of its committees through his/her leadership, and has selflessly served the greater interest of the Wesleyan student body.

Chadbourne Prize • The gift of George Storrs Chadbourne, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

Clark Fellowship • Established in memory of John Blanchard Clark by his parents, Mr. and Mrs. Donald L. Clark of Pittsford, New York; his sister, Catherine; relatives; and friends. Awarded annually to a qualified graduating senior of Wesleyan University for graduate study in a school of medicine. Recipients

are judged by members of the Health Professions Panel on their potential for outstanding achievement and for their promise of community leadership and public-spirited citizenship and for their scholastic record at Wesleyan.

Clee Scholarship • Established by friends and associates of Gilbert Harrison Clee, Class of 1935, late president of the Board of Trustees. Awarded annually to a member of the junior class, who will remain a Clee Scholar throughout his or her junior and senior years, who will have demonstrated high standards of leadership, a deep commitment to Wesleyan University, an interest in the broad implications of multinational business enterprises, a sensitivity to the need for a creative balance between the public and private sectors, and an intention to pursue a career in business. A specific objective will be to select individuals who exemplify the qualities that characterized Gilbert Harrison Clee as a humane person and as a leader.

Dr. Neil Clendeninn Prize • Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

Cole Prize • Established through the gift of George Henry Walker, Class of 1881, in the memory of Charles Edward Cole. Awarded to the first-year student who shows the greatest ability in fiction or nonfiction writing.

Condil Award • Given in memory of Caroline Condil, Class of 1992, and awarded to a worthy East Asian studies major, preferably a sophomore or junior, for study in China.

Connecticut Higher Education Community Service Award • Established in 1993 by the Connecticut Department of Higher Education to promote community service leadership and activities by students at Connecticut's institutions of higher education. This award recognizes outstanding student contributions to the promotion of community service through projects that increase student participation in their college community and projects that develop a unique approach to effective community service.

Herbert Lee Connelly Prize • Given in 1980 by Mabel Wells Connelly in the name of her husband, a member of the Class of 1909 and alumni secretary, 1924–56. Supplemented by friends, relatives, and sons Hugh Wells and Theodore Sample, Class of 1948, the fund provides income to be awarded annually to a deserving undergraduate who demonstrates an interest in English literature and an unusual ability in nonfiction writing.

CRC Award • Awarded to an outstanding first-year chemistry student, based on grades in organic chemistry over the interval of the current academic year.

Davenport Prize • Established in 1948 by the gift of Ernest W. Davenport in honor of his brother, Frederick Morgan Davenport, Class of 1889, for excellence shown by seniors in the field of government and politics.

Dorchester Prize • Established through the gift of Daniel Dorchester IV, Class of 1874. Awarded for the best thesis submitted to the English Department.

W. E. B. Du Bois Prize • Awarded annually for academic excellence to a student majoring in African American studies.

Dutcher Prize • Established by gift of Arthur A. Vanderbilt, Class of 1910, in honor of Professor George Matthew Dutcher, for highest excellence in the History Department.

Kevin Echart Memorial Book Prize • Awarded to the graduating College of Letters senior who best exemplifies the intellectual curiosity and range, the

pleasure in colloquy, the capacity for admiration and skepticism, and the moral seriousness and love of books that we honored in our late colleague Kevin Echart and seek to foster in the students of the College of Letters.

Exceptional Program Award • Awarded to the coordinator(s) of an exceptional program, cultural event, speaker, or production that has had positive campuswide impact.

William Firshein Prize • Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

First-Year Leadership Award • Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

Susan Frazer Prize • Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

Freeman Prize • Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

French Government Teaching Assistantship • One-year assistantship for teaching English at a *lycée* in France, administered by the Institute for International Education (New York).

Friends of the Wesleyan Library Undergraduate Research Prize • Established in 2017 to recognize research projects (besides honors theses) in any field that demonstrate outstanding and creative use of Wesleyan's library collections and resources.

Beulah Friedman Prize • This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to a member of the senior class.

Fulbright Fellowship • These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.

Fulbright-Hays Doctoral Dissertation Research Abroad Grant • Awarded by the United States Department of Education to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to twelve months.

Fulbright Teaching Assistantship • Placement abroad providing classroom assistance to English language teachers while also serving as cultural ambassadors for the United States.

Gay, Lesbian, and Sexuality Studies Prize • Donated by the Wesleyan Gay and Lesbian Alumni Association (GALA), this prize is awarded annually to that undergraduate who has done the best research and writing on a subject in gay, lesbian, and sexuality studies.

German Academic Exchange Service Fellowship • At least one fellowship per year for study at a university in the Federal Republic of Germany is given to Wesleyan in honor of the Sesquicentennial. The German Academic Exchange Service is a private, self-governing organization of the German universities, which promotes international exchange among institutions of higher learning.

German Pedagogical Exchange Service Assistantship/Fulbright Grant • A one year teaching apprenticeship in Germany.

Giffin Prize • Established in 1912 by a gift of Mrs. Charles Mortimer Giffin, in memory of her husband, an honorary graduate of the Class of 1875. Awarded for excellence in the Department of Religion.

Glamour Top 10 College Women Award • Awarded annually by *Glamour Magazine* to ten college juniors from across the country, in recognition of campus leadership, scholastic achievement, community involvement, and unique, inspiring goals.

Akiva Goldsman Prize in Screenwriting • Awarded to the graduating film studies major who has written the best full-length screenplay in the Department of Film Studies.

Barry M. Goldwater Scholarship • Awarded by the Barry M. Goldwater Scholarship and Excellence in Education Foundation to a college student who has outstanding potential and intends to pursue a career in mathematics, the natural sciences, or engineering.

Graduate Student of the Year Award • Awarded to a graduate student who has proven to be a vital and dynamic member of the Wesleyan community through taking on an active leadership role in campus life.

Graham Prize • The gift of James Chandler Graham, Class of 1890, awarded to a member of the graduating class for excellence in natural science.

Grant/Wilcox Prize • Awarded in honor of Connecticut filmmakers Ellsworth Grant and Roy Wilcox to the senior whose work in film and video best addresses significant environmental, social, or artistic issues.

James T. Gutmann Field Studies Scholarship • Established in 2007 by Lisette Cooper '81, to honor her former professor and mentor, Prof. James T. Gutmann. Awarded to an especially promising major in earth and environmental sciences to support geologic field research expected to lead to a senior honors thesis.

Hallowell Prize • Established by friends and associates of Burton C. Hallowell, Class of 1936, former professor of economics and executive vice president of the University. Awarded annually to an outstanding senior in the study of social science, as determined by the governing board of the Public Affairs Center.

Sarah Hannah Prize • Offered in memory of Sarah Hannah, class of 1988, in association with the Academy of American Poets and awarded for an outstanding poem.

Hawk Prize • The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

Health Education Prize • Awarded annually to the graduating senior who best exemplifies the goals of Wesleyan's Health Education Program, which are the promotion of healthy lifestyles and disease prevention. The student who is chosen for this prize has demonstrated commitment not only to his or her personal well-being but has also served as a role model to peers in the Wesleyan community and beyond.

Heideman Award • Established in 1972, in honor of Enid and Walter Heideman. Awarded annually to an undergraduate who has helped others in the Wesleyan community, in the tradition of the Heidemans.

Rachel Henderson Theater Prize • Awarded annually to that student who, in the estimation of the theater faculty, has contributed most to theater at Wesleyan over the course of his or her undergraduate career.

Holzberg Fellowship • Established in memory of Jules D. Holzberg, professor of psychology, by gifts of his colleagues and friends. Awarded to a senior who intends to pursue graduate study in clinical or community psychology in recognition of the commitment to research and applied work on the resolution

of social problems on the individual and collective level that is consistent with Professor Holzberg's lifelong professional interests and humanitarian concerns.

Horgan Prize • Established by the Department of English in honor of Paul Horgan, professor emeritus and writer-in-residence. Awarded to the student who has written the best short story of the year.

Humanity in Action Fellowship • The Humanity in Action Fellowship brings together college students and recent graduates from around the world to explore various national histories of discrimination and resistance to injustice, as well as contemporary issues affecting minority groups.

Herbert H. Hyman Prize • Established by the Department of Sociology to honor Herbert H. Hyman, distinguished scholar, pioneer in survey research methodology, and Professor Emeritus in the Department of Sociology. Awarded annually to students, whether sociology majors or not, who in the opinion of the faculty have written outstanding theses on a sociological topic.

Ingraham Prize • The gift of Robert Seney Ingraham, Class of 1888, and his wife, for excellence in New Testament Greek or, in years when a course in that subject is not given, for excellence in a course in Greek elective for juniors and seniors.

Jessup Prize • Awarded to two undergraduates each year who are deemed to show the greatest talent and promise for even greater excellence in sculpture, printmaking, architecture, photography, painting, or drawing. The prize is given in memory of Pauline Jessup, a noted interior designer, who practiced her craft for over 60 years throughout the United States. Mrs. Jessup was noted for her unerring eye, her extraordinarily refined taste, and her steadfast commitment to her clients—many of whom she served over three generations. The award is determined by the Department of Art and Art History.

Johnston Prize • The gift of David George Downey, Class of 1884, in memory of Professor John Johnston. Awarded to those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

Keasbey Memorial Scholarship • Awarded by the Keasbey Memorial Foundation on the basis of academic excellence and a strong record of extracurricular participation for two years of graduate study in England.

P. L. Kellam Prize • Established in memory of Priscilla L. Kellam, Class of 1983, by her husband. Awarded annually to a senior woman, under the age of 25, who has majored in East Asian studies and has traveled or plans to travel to China to further her studies.

Barry Kiefer Prize • In memory of Barry I. Kiefer to celebrate outstanding graduating Ph.D. students in biology and molecular biology and biochemistry.

Leavell Memorial Prize—Film • Awarded annually to a senior film student who has done outstanding work in the major, and who best reflects the departmental goals of citizenship, scholarship, and the wedding of theory and practice.

Leavell Memorial Prize—Music • Awarded annually to a senior who has done outstanding work in music, and whose work manifests the ideals of the World Music Program in the Department of Music.

Lebergott-Lovell Prize • In honor of Emeritus Professors of Economics Stanley Lebergott and Michael Lovell. To be awarded to the best paper written in the current academic year that uses econometric techniques to analyze an economic problem. Established in 2011 by Bruce Greenwald; first awarded in 2012.

Leonard Prize • Given in 1917 in memory of William Day Leonard, Class of 1878, by his friends. Awarded annually to the Member of the WSA who has given honor to his or her post on the WSA or one of its committees through his or her

leadership, and has selflessly served the greater interest of the Wesleyan student body.

Levy-Spira Prize • Awarded for distinction in Latin American studies. Established in 1992 in memory of Eduardo Levy-Spira, Class of 1982, by his family and friends.

Limbach Prize • Established in 1966 by Russell T. Limbach, professor of art, in memory of his wife, Edna Limbach. Awarded annually to the student who has contributed the most imaginative, generous, thoughtful, and understanding social service to the people of the city of Middletown and/or the Wesleyan community.

Lipsky Prize • The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unflinching kindness, quiet dignity, and brilliant scholarship.

Littell Prize • The gift of Franklin Bowers Littell, Class of 1891, for excellence in one or more advanced courses in astronomy.

Luce Scholarship • The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.

Robert S. Lynd Award • Established by the Department of Sociology to honor Robert S. Lynd, distinguished scholar. Awarded annually to students who have written the best scholarly papers in sociology in the previous year.

Macmillan Scholar of Saint Andrew's Society of the State of New York • Awarded by the Saint Andrew's Society of the State of New York, this scholarship enables outstanding college graduates of Scottish descent to engage in a year of graduate study in Scotland.

John W. Macy Summer Internship in Public Administration • Established by friends and colleagues of John W. Macy, Class of 1938. Awarded to the junior who most clearly exemplifies, in the decision of the selection committee, the characteristics associated with John Macy: high intellectual ability, a capacity for sustained effort in difficult tasks, strong ethical standards, an ingrained sense of duty, and a commitment to public service as a worthy career.

Mann Prize • Established in memory of Albert Mann, Class of 1906, devoted alumnus and faculty member, by his daughters and their families. Awarded annually to the senior(s) showing the most outstanding achievements in the Romance languages.

George C. Marshall Scholarship • Awarded annually for two years of study at any university in the United Kingdom, on the basis of distinction of intellect and character as evidenced by both scholastic attainments and other activities and achievements; strong motivation and seriousness of purpose; and the potential to make a significant contribution to one's own society.

Martius Yellow Award • Awarded for excellence in organic synthesis.

Roger Maynard Award • A memorial award to that senior scholar-athlete who best exemplifies the spirit, accomplishments, and humility of Roger Maynard, Class of 1937, former trustee.

James L. McConaughy Writing Prize • Awarded for a piece of nonfiction writing, on a topic in the social sciences or sciences, that is designed to interest general readers. Funds for this award were given originally by members of the class of 1936 in honor of their classmate, James L. McConaughy, a former governor of Connecticut and president of Wesleyan University.

Richard McLellan Prize • Awarded annually to a junior who exemplifies those qualities that characterize the late Richard McLellan, director of the Career

Planning Center and associate dean of the college: character, leadership, commitment to public service and diversity, wide cultural interests, and a sense of humor.

Meyer Prize • Established in 1991 in honor of retiring colleague Donald A. Meyer, and awarded for the best honors thesis in American History.

Miller Family Foundation Prize • Established in 2001 by Bob and Catherine Miller, P'99, P'02. Awarded to individuals who pursue careers that benefit the community and the common good through education or service and advocacy.

Joan W. Miller Prize • Established by Professor Miller in 2008. It is awarded for the outstanding honors thesis in the College of Social Studies.

Richard A. Miller Summer Internship Grant • Awarded in honor of Woodhouse/Sysco Professor of Economics Richard A. Miller to students pursuing summer internships related to potential business careers.

George J. Mitchell Scholarship • Awarded annually for one year of graduate study in any discipline offered by an institution of higher learning in Ireland or Northern Ireland on the basis of superior records of academic excellence, leadership, and public service.

Monroe Prize • Established in 1985 by the Center for African American Studies in memory of John G. Monroe, director, scholar, and teacher in the Center for African American Studies and in the Theater Department. This prize is to be awarded annually to the Wesleyan sophomore or junior who, in the opinion of the review committee, submits the best scholarly essay in the field of African American studies.

Janina Montero Prize • Awarded annually to a Latino student who has promoted the health, visibility, and participation of the Latino community at Wesleyan. The individual should best exemplify personal integrity, leadership, and motivation; a strong interest in and knowledge of his or her background; and have maintained a high level of commitment to Wesleyan's academic and intellectual enterprise.

David Morgan Prize • To be awarded annually to the senior major or majors in the College of Social Studies (CSS) and/or the History Department who best demonstrated the integrity and commitment to community that characterized David's 37 years of service to the CSS, his department, and to the University.

Peter Morgenstern-Clarren Social Justice Award • Awarded to a sophomore or junior with a demonstrated commitment to social justice issues.

Mosaic Award • This award recognizes the contribution(s) of a person or organization that has brought about cultural awareness and education on one or more of the following issues: race, ethnicity, culture and/or sexual orientation.

Geraldine J. Murphy Prize • Established in memory of Geraldine J. Murphy, who was the first woman hired as a full-time instructor at Wesleyan (1957), the first woman promoted to a tenured position, and the first woman promoted to the rank of full professor. The prize is endowed by alumni of the Wesleyan Master of Arts in Teaching program. Awarded to a student who has written an outstanding critical essay that focuses on short fiction or novels.

Needler Prize • Established by Sophie Needler, in memory of her husband, Bennett Needler. Awarded annually to one or two graduating seniors who have demonstrated excellence in Hebrew or Jewish studies.

NNK Award • Awarded for the best screenplay for an undergraduate film.

Carol B. Ohmann Memorial Prize • Awarded for excellence in feminist, gender, and sexuality studies.

Olin Fellowship • Founded in 1854 by the wife of Stephen Olin, president, 1839–41 and 1842–51. Later increased by gifts of their son, Stephen Henry Olin,

Class of 1866 and acting president, 1922–23, and his wife, Emeline. Awarded in recognition of achievement in English. The fellowship supports supervised work in English outside of the Wesleyan course structure.

Outreach and Community Service Award • Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

Outstanding Collaboration Award • Awarded for a program which was successfully planned in the spirit of partnership and team work.

Parker Prize • Established in 1870 by the Reverend John Parker, Trustee 1859–71. Awarded to a sophomore or junior who excels in public speaking.

Peirce Prize • Awarded in successive years for excellence in biology, chemistry, and geology.

Emily White Pendleton Scholarship • Established in 1979 by Ralph Darling Pendleton, founder of the Theater Department, in memory of his wife. Awarded annually to a dance major or to a student who is significantly involved in dance and who shows outstanding promise in the field.

Peterson Fellowship • Established in 1963 by bequest of William Harold Peterson, Class of 1907, for graduate study in biochemistry at Wesleyan.

Plukas Prize • Established in 1986 by John Plukas, Class of 1966, this prize is awarded to graduating economics seniors to be applied toward summer expenses, during which period each student will work under the supervision of a faculty adviser to convert an honors project into a publishable article.

Plukas Teaching Apprentice Award • Established in 1986 by John Plukas, Class of 1966, this prize is awarded for excellent service to the Economics Department as a teaching apprentice.

Gwen Livingston Pokora Prize • Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

Prentice Prize • The gift of Mrs. Elizabeth Brooks Prentice in memory of Professor George Prentice to that junior or senior who excels in German. This prize is given in alternate years.

The Wallace C. Pringle Prize for Research in Chemistry • Gift of Eleanor and Wallace Pringle and their family and friends. This prize is to be awarded annually by the Chemistry Department to a student for excellence in research.

Reed Prize • Established in 1968 by Leon Reed and his sons, S. Chadwick, Class of 1941, and Dr. Victor Reed, in memory of Mrs. Sophie Reed, for the best poem or group of poems.

Damain Garth Reeves Memorial Book Prize • Awarded to the first-year student who best embodies the personal and intellectual qualities of Damain Reeves, Class of 2000.

Rhodes Scholarship • Two years of study at Oxford University, awarded on the basis of high academic achievement, integrity of character, a spirit of unselfishness, respect for others, potential for leadership, and physical vigor.

Rice Prize • Awarded for excellence in mathematics to a senior.

Michael Rice Prize in Computer Science • Endowed in 2008 by the Fernando and Appapillai families in honor of Dr. Michael D. Rice and awarded to a senior for excellence in computer science.

Rich Prize • The gift of Isaac Rich, trustee 1849–72, in memory of his wife, and later supplemented by appropriations from the Board of Trustees. Awarded to those seniors whose orations are judged best in composition and delivery.

Robertson Prize • Awarded to a sophomore for excellence in mathematics.

Robins Memorial Prize • Established in 1969, in memory of George D. Robins 1898, by Frank D. Robins 1934, and Douglas H. Robins 1966, for excellence in history.

Steven J. Ross Prize • Established in 1979 as a gift of Steven J. Ross of Warner Communications. Awarded annually for the best undergraduate film, digital, and/or virtual made in the Film Studies Department.

Juan Roura-Parella Prize • Established in 1984 to be awarded annually to an undergraduate whose work represents the kind of catholic curiosity and general learning that Professor Juan Roura-Parella exemplified.

Rulewater Prize • Awarded for outstanding reflection and writing on an interdisciplinary topic in the Graduate Liberal Studies program.

Robert Schumann Distinguished Student Award • Established in 2007 by a gift from the Robert Schumann Foundation. Awarded to an outstanding student who demonstrates academic accomplishment and excellence in environmental stewardship through work at Wesleyan or the greater Middletown community.

Scott Biomedical Prize • Awarded to a member(s) of the molecular biology and biochemistry senior class who has demonstrated excellence and interest in commencing a career in academic or applied medicine.

Scott Prize • Established by Charles Scott Jr., M.A., Class of 1886, and trustee 1905–22, in memory of John Bell Scott 1881, for excellence in modern languages.

Mary and John Sease Prize • Awarded for outstanding work in environmental science.

Sehlinger Prize • Established by the Class of 1965 in memory of Charles Edward Sehlinger III, who died in 1964. The award of a medical dictionary is given to a premedical student for excellence of character, community spirit, and academic achievement.

Senior Leadership Award • Awarded to a senior who has consistently demonstrated outstanding leadership throughout his or her four years in the Wesleyan community.

Frances M. Sheng Prize • Awarded for excellence in Chinese language and excellence in Japanese language.

Sherman Prize—Classical Studies • Established by David Sherman, D.D., Class of 1872. Two prizes awarded annually, one for excellence in first-year mathematics and the other for excellence in classics.

Sherman Prize—Math • Established by David Sherman, D.D., Class of 1872. Two prizes awarded annually, one for excellence in first-year mathematics and the other for excellence in classics.

Rae Shortt Prize • Established in memory of Rae M. Shortt. Awarded to a junior for excellence in mathematics.

Samuel C. Silipo Prize • Awarded annually for the most valuable player(s) of the Wesleyan orchestra.

Silverman Prize • Established by gift of Elisha Adelbert Silverman, Class of 1922, and awarded to a member of the junior or senior class for excellence in chemistry.

Siver Scholarship • Established by Mr. and Mrs. Chester A. Siver in memory of their son Roger Brooks Siver, who graduated from Wesleyan in 1968. Awarded to undergraduate students majoring in or demonstrating strong academic interest in physics.

Skirm Prize • Established by members of the Class of 1931 in memory of their classmate, Thomas H. Skirm, this prize is awarded to a government major early in his or her senior year, to recognize the best research or writing project done during the junior year.

Social Activist Award • Awarded to the individual or student group that best exemplifies the spirit of social activism and through his/her/their efforts, constructive social change ensued.

Annie Sonnenblick Writing Award • Established by the family of the late Annie Sonnenblick, Class of 1980, in 1992 as a complement to the annual Annie Sonnenblick Lecture. The prize provides financial support for a student who wishes to undertake an independent writing project during the summer between his or her junior and senior years.

Spinney Prize • The gift of Joseph S. Spinney, trustee 1875–82 and 1888–93, for excellence in Greek. Awarded for the best original essay on some aspect of Greek or Roman civilization.

Spurrier Award • The William A. Spurrier Ethics Award, established by Dr. James Case, given to the student who demonstrates in the field of ethics: sensitivity, insight, depth, and humor. Given in memory of William Spurrier III, chaplain and Hedding Professor of Moral Science and Religion.

Studio Art Program Prize • Awarded to one or more students who show particular promise for success as demonstrated through performance in classes and general contributions to the department.

Student Organization of the Year • Awarded to a student organization that has excelled in sustaining leadership, an active membership, and programmatic efforts that contribute to the larger Wesleyan community.

Taylor Scholarship • Awarded to a history major based on outstanding academic achievement and other qualities such as fine character, good fellowship, leadership, and service to the Wesleyan community.

Thorndike Prize • Established by a gift of Elizabeth Moulton Thorndike in memory of her husband, Edward Lee Thorndike, Class of 1895, for excellence in psychology.

Tishler Teaching Award • Established by the family and friends of Dr. Max Tishler, professor of chemistry, emeritus, and University Professor of the Sciences, emeritus. Awarded annually in his memory to the best graduate teaching assistant in chemistry.

Elizabeth Vermeer Tishler Prize—Art • Established in 1981 by a gift from Mrs. Tishler. Awarded annually for an outstanding senior exhibition in painting, drawing, printmaking, sculpture, photography, or architecture.

Elizabeth Vermeer Tishler Prize—Music • Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance. Two prizes are given annually: one for Western classical piano performance and the other for jazz piano performance.

David A. Titus Memorial Prize • Established by family, friends, and students in memory of Professor David Titus to support the summer studies of a deserving Wesleyan junior majoring in government, East Asian studies, or the College of Social Studies.

Shu Tokita Prize • Established by friends and relatives of Shu Tokita, Class of 1984, and awarded to students of color studying literature and in area studies with a focus on literature. The recipient will be selected on the basis of his or her application essay and commitment to the study of literature.

Tölölyan Fund for the Study of Diasporas and Transnationalism • Established in 2008 by Bruce Greenwald, professor of economics at Columbia Business School,

in honor of Wesleyan Professor Khachig Tölölyan. The award funds the summer research of a junior with the best proposal for a thesis on the study of diasporic or transnational issues.

Trench Prize • The gift of Miss Grace A. Smith, in memory of William James Trench, trustee 1835–67, for excellence in the Department of Religion.

Truman Scholarship • A national competition funded by the United States government that provides scholarships for graduate study to juniors who have outstanding leadership potential and intend to pursue careers in public service.

Kenneth W. Underwood Prize in Social Ethics • Awarded to the College of Social Studies (CSS) student selected to discuss a paper on the subject of social ethics delivered by a guest scholar at one of the two annual CSS banquets.

United States Teaching Assistantship in Austria • One-year assistantship for teaching English in Austria, funded by the Austrian government.

Karl Van Dyke Prize • Awarded each year to one or more students majoring in physical science or having a predominant interest in physical science and technology and who show outstanding achievement in academic work and a promise of productivity in a professional career.

Vanguard Prize • Established by black alumni in tribute to the black members of the Class of 1969, whose perseverance and pioneering leadership earned them designation as the Vanguard Class. The prize is awarded annually to a graduating senior who has achieved academic excellence and contributed significantly to maintaining Wesleyan's racial diversity.

Walkley Prize • Two prizes, the gift of Webster Rogers Walkley, Class of 1860, in memory of David Hart Walkley, Class of 1878, for excellence in psychology. Awarded to those juniors and seniors who present the best reports or work embodying original research.

Watson Fellowship • Awarded by the Thomas J. Watson Foundation, to enable college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

Weidenfeld Scholarship • The Weidenfeld Scholarship supports all tuition fees and living costs associated with graduate study at Oxford University. It fosters European networks and promotes the post-university careers of its scholars through work placements, long-term mentoring, and engagement in leadership and conferences.

Weller Prize • The gift of Mrs. LeRoy Weller, in memory of her husband, LeRoy Weller, Class of 1899, to the student having the highest academic average for the sophomore year.

Wesleyan Animal Studies Prize • Awarded for the best thesis or senior essay on a subject in animal studies.

Wesleyan Black Alumni Council Memorial Prize • Established in 1986 by the Wesleyan Black Alumni Council in memory of deceased black alumni. The prize provides a summer stipend to support a deserving student engaged in independent study or community service related to the concerns of black people.

Wesleyan Fiction Award • A gift from Norman Mailer to the Wesleyan Writing Program, this award recognizes an outstanding piece of fiction written by a Wesleyan student.

Wesleyan Memorial Prize • The gift of undergraduates in the Class of 1943 in memory of fellow students who made the supreme sacrifice in the Second World War, to the members of the junior class outstanding in qualities of character, leadership, and scholarship.

White Prize • Established in 1942 by Horace Glenn White Jr., Class of 1933, and increased in 1943 by friends in his memory. Awarded for advanced undergraduate study in economics.

White Fellowship—Government • Awarded for excellence in government to a graduate or an advanced undergraduate in government.

White Fellowship—History • Awarded for excellence in history.

M. G. White Prize • Awarded annually for the best thesis submitted in American studies.

Wilde Prize • Established in 1963 by Frazer B. Wilde, L.L.D., Class of 1958, awarded to a junior or senior for excellence in economics.

Winchester Fellowship • Established in 1938, in memory of Professor Caleb Thomas Winchester, by his widow. Awarded to Wesleyan graduates for postgraduate work in English.

Winchester ENGL 201 Essay Prize • In honor of Caleb Thomas Winchester, this prize is awarded to the best essay written in a section of ENGL 201 in the preceding calendar year.

Winchester First-Year Essay Prize • In honor of Caleb Thomas Winchester, this prize is awarded to the best scholarly essay written by a first-year student in any English Department course in the preceding calendar year.

Wise Prize • The gift of Daniel Wise, D.D., Class of 1859, for excellence in the Philosophy Department; for the best essay on moral science or on some subject in the field or values.

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