

# TABLE OF CONTENTS

Wesleyan University 2020-2021 Calendar .....	5	Biology Major .....	52
Wesleyan University: A Brief History .....	6	Doctor of Philosophy in Philosophy .....	55
Wesleyan's Curriculum .....	7	Master of Arts in Biology .....	56
Student Academic Resources .....	9	Fries Center for Global Studies .....	58
Academic Regulations .....	11	Center for Jewish Studies .....	59
Degree Requirements .....	11	Center for the Humanities .....	60
Major .....	11	Chemistry .....	61
General Education Expectations .....	12	Chemistry Major .....	62
Academic Standing .....	13	Chemistry Minor .....	65
Honors .....	13	Doctor of Philosophy in Chemistry .....	65
Academic Review and Promotion .....	14	Master of Arts in Chemistry .....	67
Advanced Placement Credit, International Baccalaureate Credit, and Other Prematriculation Credit .....	15	Classical Studies .....	69
Acceleration .....	16	Classical Civilization Major .....	70
Nondegree Undergraduate Students .....	16	Classics Major .....	71
Transfer Students .....	16	College of East Asian Studies .....	74
Study Abroad .....	17	College of East Asian Studies Major .....	75
Internal Special Study Programs .....	17	College of East Asian Studies Minor .....	76
External Special Study Programs .....	19	College of Education Studies .....	77
Advanced Degrees .....	20	Education Studies Major .....	77
General Regulations .....	21	Education Studies Minor .....	79
Key to Symbols and Abbreviations .....	26	College of Film and the Moving Image .....	82
African American Studies .....	29	Film Studies Major .....	82
African American Studies Major .....	30	Film Studies Minor .....	85
Allbritton Center for The Study of Public Life .....	32	College of Integrative Sciences .....	87
American Studies .....	33	College of Integrative Sciences Major .....	89
American Studies Major .....	34	College of Letters .....	90
Anthropology .....	36	College of Letters Major .....	90
Anthropology Major .....	36	College of Social Studies .....	92
Archaeology Program .....	38	College of Social Studies Major .....	93
Archaeology Major .....	38	College of the Environment .....	94
Archaeology Minor .....	39	Environmental Studies Major .....	95
Art and Art History .....	41	Environmental Studies Minor .....	99
Art History Major .....	42	Dance .....	100
Art History Minor .....	45	Dance Major .....	100
Art Studio Major .....	46	Dance Minor .....	102
Astronomy .....	48	Earth and Environmental Sciences .....	104
Astronomy Major .....	48	Earth and Environmental Sciences Major .....	105
Master of Arts in Astronomy .....	49	Master of Arts in Earth and Environmental Sciences .....	108
Biology .....	51	Economics .....	112
		Economics Major .....	113
		Economics Minor .....	115
		English .....	116

English Major .....	117	Master of Arts in Psychology .....	179
Feminist, Gender, and Sexuality Studies .....	120	Quantitative Analysis Center .....	181
Feminist, Gender, and Sexuality Studies Major .....	121	Data Analysis Minor .....	181
German Studies .....	124	Religion .....	183
German Studies Major .....	125	Religion Major .....	183
German Studies Minor .....	126	Religion Minor .....	185
Government .....	127	Romance Languages and Literatures .....	186
Government Major .....	128	French Studies Major .....	187
History .....	131	French Studies Minor .....	188
History Major .....	132	Hispanic Literatures and Cultures Major .....	189
History Minor .....	134	Italian Studies Major .....	190
Latin American Studies Program .....	135	Romance Studies Major .....	191
Latin American Studies Major .....	135	Russian, East European, and Eurasian Studies .....	193
Less Commonly Taught Languages .....	138	Russian, East European & Eurasian Studies Major .....	194
Mathematics and Computer Science .....	139	Russian, East European & Eurasian Studies Minor .....	195
Computer Science Major .....	140	Science in Society Program .....	196
Mathematics Major .....	142	Science in Society Major .....	197
Graduate Master of Arts in Mathematics and Computer Science .....	143	Sociology .....	199
Graduate Doctor of Philosophy in Mathematics .....	143	Sociology Major .....	199
Medieval Studies Program .....	145	Theater .....	202
Medieval Studies Major .....	145	Theater Major .....	203
Medieval Studies Minor .....	146	Writing Program .....	205
Molecular Biology and Biochemistry .....	147	University Major .....	206
Molecular Biology and Biochemistry Major .....	148	Undergraduate Minors .....	207
Doctor of Philosophy in Molecular Biology and Biochemistry .....	151	African American Studies Minor .....	207
Master of Arts in Molecular Biology and Biochemistry .....	152	African Studies Minor .....	207
Music .....	154	Archaeology Minor .....	39
Music Major .....	155	Art History Minor .....	45
Doctor of Philosophy in Music .....	158	Caribbean Studies Minor .....	209
Master of Arts in Music .....	159	Civic Engagement Minor .....	211
Neuroscience and Behavior .....	160	College of East Asian Studies Minor .....	76
Neuroscience and Behavior Major .....	160	Data Analysis Minor .....	181
Master of Arts in Neuroscience and Behavior .....	163	Economics Minor .....	115
Philosophy .....	164	Education Studies Minor .....	79
Philosophy Major .....	164	Film Studies Minor .....	85
Physical Education .....	167	French Studies Minor .....	188
Physics .....	169	German Studies Minor .....	126
Physics Major .....	170	Global Engagement Minor .....	217
Doctor of Philosophy in Physics .....	172	History Minor .....	134
Master of Arts in Physics .....	173	Informatics and Modeling Minor .....	219
Psychology .....	175	Integrated Design, Engineering & Applied Science Minor .....	220
Psychology Major .....	176	International Relations Minor .....	224

Jewish and Israel Studies Minor .....	225	College of Letters (COL) .....	418
Medieval Studies Minor .....	146	College of Social Studies (CSS) .....	438
Middle Eastern Studies Minor .....	225	Computer Science (COMP) .....	440
Molecular Biophysics Minor .....	226	Dance (DANC) .....	446
Muslim Studies Minor .....	227	Earth and Environmental Sciences (E&ES) .....	454
Planetary Science Minor .....	228	Economics (ECON) .....	465
Religion Minor .....	185	Education Studies (EDST) .....	475
Russian, East European & Eurasian Studies Minor .....	195	English (ENGL) .....	478
South Asia Studies Minor .....	230	Environmental Studies (ENVS) .....	515
Certificates .....	232	Feminist, Gender, and Sexuality Studies (FGSS) .....	530
Certificate in Applied Data Science .....	232	Film Studies (FILM) .....	547
Certificate in Social, Cultural, and Critical Theory .....	233	French Language and Literature (FREN) .....	558
Certificate in Writing .....	233	French-Italian-Spanish in Translation (FIST) .....	564
Clusters .....	235	German Literature in Translation (GELT) .....	564
Animal Studies Cluster .....	235	German Studies (GRST) .....	566
Asian American Studies Cluster .....	235	Government (GOVT) .....	574
Christianity Studies Cluster .....	236	Greek (GRK) .....	590
Disability Studies Cluster .....	236	Hebrew (HEBR) .....	593
Health Studies Cluster .....	237	Hindi-Urdu Language (HIUR) .....	594
Queer Studies Cluster .....	239	History (HIST) .....	595
Service-Learning Cluster .....	239	Italian (ITAL) .....	623
Sustainability and Environmental Justice .....	240	Japanese (JAPN) .....	628
Urban Studies Cluster .....	241	Korean (KREA) .....	630
Course Descriptions .....	243	Latin (LAT) .....	632
African American Studies (AFAM) .....	244	Latin American Studies (LAST) .....	634
American Studies (AMST) .....	263	Less Commonly Taught Languages (LANG) .....	644
Anthropology (ANTH) .....	285	Mathematics (MATH) .....	646
Arabic (ARAB) .....	298	Medieval Studies (MDST) .....	652
Archaeology (ARCP) .....	299	Molecular Biology and Biochemistry (MB&B) .....	661
Art History (ARHA) .....	305	Music (MUSC) .....	675
Art Studio (ARST) .....	316	Neuroscience & Behavior (NS&B) .....	695
Astronomy (ASTR) .....	322	Philosophy (PHIL) .....	704
Biology (BIOL) .....	326	Physical Education (PHED) .....	719
Center for Global Studies (CGST) .....	342	Physics (PHYS) .....	722
Center for Jewish Studies (CJST) .....	348	Portuguese (PORT) .....	731
Center for the Humanities (CHUM) .....	351	Psychology (PSYC) .....	731
Center for the Study of Public Life (CSPL) .....	362	Quantitative Analysis Center (QAC) .....	747
Chemistry (CHEM) .....	376	Religion (RELI) .....	752
Chinese (CHIN) .....	385	Romance Languages and Literatures(RL&L) .....	765
Classical Civilization (CCIV) .....	388	Russian (RUSS) .....	774
College of East Asian Studies (CEAS) .....	394	Russian Literature in English (RULE) .....	779
College of Integrative Sciences (CIS) .....	412	Russian, East European, and Eurasian Studies (REES) .....	782

Science in Society Program (SISP) .....	789
Sociology (SOC) .....	805
Spanish Language and Literature (SPAN) .....	812
Theater (THEA) .....	821
University (UNIV) .....	835
Writing (WRCT) .....	836
Prizes .....	844
Wesleyan University Board of Trustees 2020-2021 .....	851
Wesleyan University Administration 2020-2021 .....	852
The Faculty .....	853
Wesleyan University Catalog Disclaimers .....	877
Index .....	878



# WESLEYAN UNIVERSITY 2020-2021 CALENDAR

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2020-2021 Academic Calendar ([https://events.wesleyan.edu/events/pdf\\_academic\\_calendar/?v\\_year\\_from=2020&v\\_year\\_to=2021](https://events.wesleyan.edu/events/pdf_academic_calendar/?v_year_from=2020&v_year_to=2021))

# WESLEYAN UNIVERSITY: 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 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. During 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 recruiting 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 to 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. Since 2011, 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.

# WESLEYAN'S 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.

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

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.

## MAJORS

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 another 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.

## 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.

## COMPETENCIES

To help students identify and describe the skills they gain on their journey through Wesleyan's open curriculum, we've developed a flexible framework of four competencies to reflect on and consider as students build—and share—their own personal narrative about their Wesleyan experience. The four competencies are: **Mapping:** Navigating Complex Environments; **Expressing:** Writing and Communication; **Mining:** Empirical Analysis and Interpretation; and **Engaging:** Negotiating Cultural Contexts.

*Mapping* is defined as the ability to examine the relationship of objects, concepts, spaces, and environments in the material and imagined worlds. It involves developing tools to create, manipulate, and navigate constructed and natural environments and charting movement through and interactions with space and its consequences. *Expressing* is defined as the ability to express thoughts, ideas, and emotions to others effectively and concisely through a variety of mediums and modalities. *Mining* is defined as the ability to use logical and empirical reasoning and methods to explicate, analyze, and quantify one's material and social realities. It involves learning about the measurement, analysis, summary, and presentation of information, including about the natural world, as well as answering questions, solving problems, making predictions, and testing and constructing theories by employing mathematical, statistical, logical, and scientific reasoning. *Engaging* is defined as the ability to comprehend, appreciate, and negotiate human and cultural differences as well as the complexity of one's own relation and accountability to wider sociohistorical dynamics. It involves reading, speaking, or understanding a second or third language (contemporary or classical); gaining experience working, studying, or traveling abroad, or in other unfamiliar cultural contexts; and participating in the political and social life of local and global communities.

## ACADEMIC ADVISING

An academic advisor is assigned to each first-year student from faculty who teach 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.

## **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.

# 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 upperclass 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 PREMEDICAL 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.

Please note that health professional schools (medical, dental, veterinary medicine, nursing, optometry, etc.) do not require a specific major, readily accepting applicants from diverse academic backgrounds. However, they do require that applicants take specific courses (mostly in the sciences) in order to apply. Therefore, your choice of major should be based on a variety of factors—ideally your preferred area of study, and what you do well in, rather than what you think health professional schools want to see. As a health provider, you may want to work in a Spanish-speaking community; if so, a Hispanic Literature and Cultures or Latin American Studies major would be a great advantage. Perhaps you will want to prepare yourself for some of the tougher ethical questions that physicians face, and therefore choose Philosophy, Religion, or Science in Society as your major. An Economics major can help you when you confront the variety of market forces that affect health care practice and research. You should choose some of your courses with these types of considerations in mind, as well as giving yourself the opportunity to develop as a whole person, thereby taking courses for no other reason than the fact that they intrinsically appeal to you.

Students are encouraged to explore and test their interest in a given health profession through internships, summer employment, volunteer positions in a clinical setting, and shadowing health professionals 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 coauthors 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 post-graduation 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 various health fields attests to the quality of our undergraduate curriculum and our health professions advising. For more information go to our health professions site (<https://www.wesleyan.edu/careercenter/students/health/>).

## PREBUSINESS

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, Bloomberg, BlackRock, Booz Allen Hamilton, Citi, Facebook, Google, IBM, JPMorgan Chase, and Venture for America. 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.

## **PRELAW**

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. Wesleyan students who major in the traditionally popular subjects of study for prelaw: History, Government, Economics, English, American Studies, and Philosophy; and now the less traditional, in the sciences and the arts; are admitted each year to the top law schools in the country. Outside the classroom, Wesleyan students participate in a variety of activities that develop the character and leadership skills they will need to succeed in law school, including political and social activism and community service. Over the summer, students intern at such organizations as the Northern Virginia Capital Defender Office, the Bronx Defenders Office, the Center for Court Innovation, Ungvarsky Law LLC (a capital defense firm), and the CT Commission on Human Rights and Opportunities. The Gordon Career Center (<http://www.wesleyan.edu/careercenter/>) has a designated prelaw advisor who provides resources and information for students considering careers in and related to law. Students and graduates are encouraged to meet with the advisor individually, attend informational workshops and guest speaker events (e.g., human rights law, careers in law and policy, careers in “Big Law”), and seek faculty assistance to navigate the law school selection and application process.

# ACADEMIC REGULATIONS

- Degree Requirements (p. 11)
- Major (p. 11)
- GenEd Expectations (p. 12)
- Academic Standing (p. 13)
- Honors (p. 13)
- Academic Review and Promotion (p. 14)
- AP, IB, and Other Prematriculation Credit (p. 15)
- Acceleration (p. 16)
- Nondegree (p. 16)
- Transfer Students (p. 16)
- Study Abroad (p. 17)
- Internal Special Study Programs (p. 17)
- External Special Study Programs (p. 19)
- Advanced Degrees (p. 20)
- General Regulations (p. 21)

## DEGREE REQUIREMENTS

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) ([https://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) for bachelor of arts students, 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:

- A maximum of four credits in any combination of the following:
  - maximum of one credit in physical education (PHED)
  - maximum of one credit in self-paced language courses
  - (LANG 104), and no more than one-half credit in any one language
  - maximum of two student forum credits (419, 420)
  - independent study and education-in-the-field credits (467, 468, 469, 470)
  - maximum of one-half internship credit (CSPL 493)
  - maximum of two teaching apprentice credits (491, 492)
- A maximum of four individual and group tutorial credits (401, 402, 403, 404, 411, 412, 421, 422)
- A maximum of four times each of repeatable courses

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 bachelor of arts student must complete a departmental major, an interdepartmental major, or a collegiate program (College of East Asian Studies (p. 74), College of Letters (p. 90) or College of Social Studies (p. 92)). A bachelor of liberal studies student must complete a standard concentration or approved self-designed concentration. 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 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

Bachelor of Arts 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 bachelor of arts 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](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 bachelor's degree 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](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; Bachelor of Liberal Studies and 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). Bachelor of Liberal Studies and 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. Bachelor of Liberal Studies student and University majors can be nominated by their class dean.

# 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 bachelor

of arts students 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 for bachelor of arts students

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 PREMATRICATION 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 bachelor's degree 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 a Wesleyan bachelor's degree with the appropriate department approval.

Students wanting to post any prematriculation credit (e.g., for advanced exams, including but not limited to Advanced Placement, International Baccalaureate, and A-level) must consult their class dean. The awarding of prematriculation credit is determined at the discretion of the relevant department. The department may stipulate additional conditions for the award of such credit, such as successful completion of a specific University course or courses. Detailed information about prematriculation credit may be obtained from the Registrar's website or the Deans' Office.

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. 19) 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 Bachelor of Arts degree candidacy may do so through the Office of Admission (<http://www.wesleyan.edu/admission/>) and those who wish to apply for admission to Bachelor of Liberal Studies degree candidacy may do so through Continuing Studies. 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 auditor register their contact information with the registrar's office;
- 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. 11) 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

Bachelor of arts 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 bachelor of arts 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) (<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) (<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 intersessions: Summer Session and Winter Session. Course credit earned through intersessions is eligible to count toward the graduation requirement. Participation in intersessions does not count as a semester in residence. An intersession does not constitute an academic semester at Wesleyan. All students in intersessions are subject to Wesleyan academic and nonacademic policy and are also subject to intersession policies. Courses taken during intersessions are subject to the same academic regulations as courses



taken during the regular academic year. Students should consult their class dean about how intersession 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) (<https://wesleyan.edu/masters/>), e-mail [masters@wesleyan.edu](mailto: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) (<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) (<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 bachelor of arts 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](http://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/>). All courses taken on a Twelve-College Exchange Program will post to the student's Wesleyan transcript with grades and count toward the Wesleyan GPA.

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 bachelor of arts 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 of 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](mailto:jpwood@wesleyan.edu). For more information about Yale’s AFROTC program, please contact Yale AFROTC Detachment 009, 203-432-9431 or [airforce@yale.edu](mailto: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/bama.html](http://www.wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.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/](http://www.wesleyan.edu/grad/) (<http://www.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](http://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](http://wesleyan.edu/masters) (<https://wesleyan.edu/masters/>), e-mail [masters@wesleyan.edu](mailto: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,<sup>1</sup> 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.

<sup>1</sup> 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. Bachelor of Arts 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. 16).

## 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 OF GRADES

Under normal circumstances, only the instructor of record can submit a course grade. However, in cases where the instructor is no longer employed by the University or has become unavailable, the department chair, or a faculty member designated by the chair, may, upon review of the student's work, 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).

### CHANGE OF SUBMITTED GRADE BY THE INSTRUCTOR

A change of a submitted grade may be made by the instructor 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

## STUDENT GRIEVANCE PROCEDURE INCLUDING APPEAL FOR A GRADE CHANGE

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

- 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
- The student appeals to the department/program chair; if not satisfied, then
- The student appeals to the academic dean of the department or program's division (Arts and Humanities, Social Sciences, or Natural Science and Mathematics); if not satisfied, then
- The student appeals to the provost.

All appeals of grades received in the fall or winter term must be initiated by the student before the end of the following spring term; all appeals of grades received in the spring or summer term must be initiated by the student before the end of the following fall term.

Under normal circumstances, a grade appeal beyond the instructor will only be granted with the consent of the instructor. In cases where the instructor has become unavailable or an official investigative proceeding has determined that the instructor behaved discriminatorily toward the student, however, the department chair, or a faculty member designated by the chair, may determine the result of a grade appeal.

## 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 30 days after the last day of exams. If the instructor grants the extension, a grade of Incomplete (IN) must be submitted to the registrar at the time grades are due. Grades of Incomplete must be accompanied by a provisional grade. If the student does not submit the outstanding work in the course by the deadline, the provisional grade will become the final grade.

Any provisional incomplete grades remaining by the end of the drop/add period of the subsequent semester will automatically be converted to the provisional final 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. To petition for a brief extension of the Incomplete deadline, based on these same criteria, students must make a request to their class dean. The class dean will make the decision about whether the petition will be granted in consultation with the Vice President for Student Affairs and the course instructor.

Incompletes will not be granted for summer or winter sessions. Rare exceptions to this policy may be made in the case of serious emergencies, by petitioning the class dean. 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.

Students who started at Wesleyan prior to Fall 2018 can petition for an extension of the incomplete deadline based on the policy that was in place in 2017.

## REPEATABLE COURSES

Courses that may be repeated receive a designation in WesMaps and may be taken twice at most for a letter grade (AF). Please see Graduation Requirements (p. 11) for additional regulations governing repeatable courses.

## COURSES RETAKEN FOR LOW GRADE

A student who receives a C- or below in a non-repeatable course may repeat the course once. The original grade remains on the transcript and both grades are calculated in the grade point average. The course may count only once toward general education expectations and the 32 graduation credits.

**Failed Courses** (below D-): Students who fail a course may add this course to their plans during pre-registration or drop/add.

**Low Grades** (C- to D-): A student who wants to retake a course due to a low grade may submit an enrollment request for the class only during the drop/add period. The registrar will flag the enrollment request to indicate that the course is being repeated due to low grade.

## REGULATIONS GOVERNING THE SCHEDULING OF CLASSES

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 last day of drop/add in the subsequent semester.

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.

## 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. 19) 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](http://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. 19). Bachelor of arts students who wish to be admitted to the bachelor of liberal studies program upon readmission to the University must have been away from the University for at least three years before they would be allowed to switch degree programs in this manner. Bachelor of liberal studies students who wish to be admitted to the Bachelor of arts program at any point must apply as transfer students to the Admissions Office.

## **REFUNDS**

For guidelines governing refunds to students who terminate enrollment, please visit <https://www.wesleyan.edu/studentaccounts/refunds.html>.

For guidelines governing VA Pending Payment Compliance, please visit [https://www.wesleyan.edu/registrar/enrollment/veteran\\_certification.html](https://www.wesleyan.edu/registrar/enrollment/veteran_certification.html).

# 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

ARAB	Arabic
HIUR	Hindi-Urdu Language
<b>CENTER FOR JEWISH STUDIES</b>	
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
<b>CLASSICAL STUDIES</b>	
CCIV	Classical Civilization
GRK	Greek
LAT	Latin
<b>COLLEGE OF EAST ASIAN STUDIES</b>	
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
EDST	Education Studies
ENGL	English
ENVS	Environmental Studies
FGSS	Feminist, Gender, and Sexuality Studies
FILM	Film Studies
<b>GERMAN STUDIES</b>	
GELT	German Literature in Translation
GRST	German Studies
GOVT	Government
HIST	History
LANG	Less Commonly Taught Languages
LAST	Latin American Studies
<b>MATHEMATICS</b>	
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
<b>ROMANCE LANGUAGES AND LITERATURES</b>	
FREN	French
FRST	French Studies

ITAL	Italian Studies
PORT	Portuguese
RL&L	Romance Languages and Literatures in English
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 and minor offer 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 and minor, which feature 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 Department is enriched further by the programming of the Center for African American Studies. The center's offerings deepen classroom and campus wide conversations about contemporary and historic matters relating to African American Studies and to the African diaspora.

## FACULTY

### Garry Bertholf

BA, Colby College; MA, University of Pennsylvania; PHD, University of Pennsylvania  
Assistant Professor of African American Studies

### Kaisha Esty

BA, University of Nottingham; MA, University of Nottingham; PHD, Rutgers University  
Assistant Professor of African American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Khalil Anthony Johnson

BA, University of Georgia Athens; MPHIL, Yale University; PHD, Yale University  
Assistant Professor of African 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 English; Professor of African American Studies; Chair, African American Studies; Academic Secretary; Professor, Feminist, Gender, and Sexuality Studies

## AFFILIATED FACULTY

### Marina Bilbija

BA, University of Sarajevo; MA, University of Pennsylvania; PHD, University of Pennsylvania  
Assistant Professor of English; Assistant Professor, African American Studies

### Katherine Brewer Ball

BA, Occidental College; MA, New York University; PHD, New York University

Assistant Professor of Theater; Assistant Professor, Feminist, Gender, and Sexuality Studies; Assistant Professor, African American Studies

### Ren Ellis Neyra

BA, Freed Hardeman College; PHD, SUNY at Stony Brook  
Associate Professor of English; Associate 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; Chair, Science in Society; Associate Professor, African American Studies; Associate Professor, College of the Environment; Associate Professor, Sociology; Associate Professor, Environmental Studies; Coordinator, Sustainability and Environmental Justice

### Jay Clinton Hoggard

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

### Elizabeth McAlister

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

### Rashida Z. Shaw McMahon

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

### John Murillo

BA, Howard University; MFA, New York University  
Assistant Professor of English; Director, Creative Writing; Assistant Professor, African American Studies

### Joya Powell

BA, Columbia University; MA, New York University  
Visiting Assistant Professor, African American Studies; Visiting Assistant Professor of Dance

### Nicole Lynn Stanton

BA, Antioch College; MFA, Ohio State University  
Provost and Senior Vice President for Academic Affairs; Professor of Dance; Professor, Environmental Studies; Professor, African American Studies

## VISITING FACULTY

### Kevin Holt

BA, Oberlin College; BM, Oberlin College; MA, Columbia University; PHD, Columbia University  
Mellon Postdoctoral Fellow in African American Studies

### Renee Johnson Thornton

BA, SUNY at Binghamton; MALS, Wesleyan University; PHD, University of Rhode Island  
Dean for the Class of 2022; Research Affiliate, African American Studies

### Jesse Nasta

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

### Qur-an Webb

Visiting Instructor in 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

Professor Ashraf Rushdy, Chr.

# AFRICAN AMERICAN STUDIES MAJOR

## ADMISSION TO THE MAJOR

### *Beginning with the class of 2023*

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 AFAM 101 ([https://owaprod-pub.wesleyan.edu/reg/!wesmaps\\_page.html?stuid=&facid=NONE&crse=015838&term=1209](https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&crse=015838&term=1209)), or at the discretion of the Chair, if they have taken other courses in the Department.

### *For the class of 2021 & 2022*

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

### *Beginning with the class of 2023*

The African American Studies major consists of eleven semester courses. The two required courses are AFAM 101: Intro to Africana Studies and AFAM 301: Junior Colloquium. At least five other courses must be cross-listed with African American Studies: the three different area courses, and the two elective courses (described below). All courses must be letter-graded and must be completed at Wesleyan. One individual 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:

AFAM 101: Introduction to Africana Studies. This course will provide an overview of the field and locate African American Studies in the broader context of the

African Diaspora. Students must earn a B- or better in AFAM 101 in order to major.

One 200-level (or above) course in three different areas:

- African American History
- African American Literature
- Relevant Social Science course
- AFAM 301: Junior Colloquium

Two elective courses that originate in or are cross-listed with AFAM. Majors will meet these requirements by selecting from a list of preapproved and cross-listed courses. They may also bring another relevant course to the Chair's attention and request that it count. The Department encourages majors to take at least one course in the Arts.

**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 for 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.

### *For the class of 2021 & 2022*

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.

Code	Title	Hours
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 Department 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.

## GENERAL EDUCATION

Majors are encouraged to complete Gen Ed requirements.

## 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.

## 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 Department 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

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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

### **Makaela Jane Kingsley**

BA, Wesleyan University; MA, Wesleyan University  
Director, Patricelli Center for Social Entrepreneurship; Adjunct Instructor in Public Policy

### **Clifton Nathaniel Watson**

BA, University of Connecticut; MA, North Carolina Central Univ; PHD, Fordham University  
Director, Jewett Center for Community Partnerships; Adjunct Assistant Professor of Public Policy

## VISITING FACULTY

### **Carla Abdo-Katsipis**

BA, Lebanese American University; MA, American University of Beirut; MA, University of Maryland College Park; PHD, University of Maryland College Park  
Visiting Assistant Professor of Public Policy; Visiting Assistant Professor of Government

### **Esam Boraey**

MA, Cairo University  
Visiting Instructor of Public Policy

### **Stephen Busemeyer**

BA, University of Hartford  
Koeppel Journalism Fellow

### **Jim Cavallaro**

BA, Harvard University; JD, University of California, Berkeley; MA, University of California, Berkeley; PHD, Universidad Pablo de Olavide  
Visiting Professor of Public Policy

### **Leslie Gabel-Brett**

BA, Wesleyan University; PHD, City College

Adjunct Assistant Professor of Public Policy

### **Graham Whitney Griffith**

BA, Wesleyan University  
Koeppel Journalism Fellow

### **Rosemary Elizabeth Ostfeld**

BA, Wesleyan University; MA, Wesleyan University; MPHIL, University of Cambridge; PHD, University of Cambridge  
Visiting Assistant Professor, Public Policy; Visiting Assistant Professor of Environmental Studies

### **Joseph P. Slaughter**

BS, U.S. Naval Academy; MA, University of Maryland College Park; MA, U.S. Naval War College; PHD, University of Maryland College Park  
Visiting Assistant Professor, History; Chamberlain Project Fellow in the Center for the Study of Public Life

### **John Stoehr**

BA, SUNY College Potsdam; MA, University of Cincinnati  
Visiting Assistant Professor in Liberal Studies; Visiting Assistant Professor of Public Policy

### **Michael H Sussman**

Visiting Assistant Professor of 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 settler colonialism, franchise colonialism, 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

### Megan H. Glick

BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science in Society; Coordinator, Disability 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

### Indira Karamcheti

BA, University Calif Santa Bar; MA, University Calif Santa Bar; PHD, University Calif Santa Bar  
Associate Professor of American Studies; Chair, American Studies; Associate Professor, Education Studies; Coordinator, Caribbean Studies

### J. Kehaulani Kauanui

BA, University of California, Berkeley; PHD, University Calif Santa Crz  
Professor of American Studies; Professor, Anthropology

### Roberto Saba

BA, University of Satilde;o Paulo; MA, University of Satilde;o Paulo; PHD, University of Pennsylvania  
Assistant Professor of American Studies

### Amy Cynthia Tang

BA, Harvard University; PHD, Stanford University  
Douglas J. and Midge Bowen Bennet Associate Professor of English and American Studies; Associate Professor of American Studies; Associate Professor of English

### Margot Weiss

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

Associate Professor of Anthropology; Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Coordinator, Queer Studies

## AFFILIATED FACULTY

### Matthew Carl Garrett

BA, Bard College; MA, Stanford University; MPHIL, Cambridge University; PHD, Stanford University  
Associate Professor of English; Associate Professor, American Studies; Coordinator, Social, Cultural, and Critical Theory

### Claire Grace

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

### Kerwin Kaye

BA, University of Colorado Boulder; MA, University San Francisco; PHD, New York University  
Associate Professor of Sociology; Associate Professor, Feminist, Gender, and Sexuality Studies; Tutor, College of Social Studies; Associate Professor, American Studies

### Elizabeth McAlister

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

### Joel Pfister

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

## EMERITI

### Patricia R. Hill

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

### Patricia R. Hill

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

## 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 WesPortal 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 WesPortal system. Majors are expected to complete an Introduction to American Studies course (AMST174 to AMST178) 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

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 has a majority focus 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/>) (under "for majors"). 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 indigeneity, race/ethnicity, gender, sexuality, disability, and class.

## HONORS

Candidates for honors in American studies must complete and receive honors on a senior thesis. The American Studies Department requires students who want to write an honors thesis submit a completed application to the department. Consult the chair of the department, Professor Indra Karamcheti ([catalog.wesleyan.edu/departments/amst/ugrd-amst/ikaramcheti@wesleyan.edu](mailto:catalog.wesleyan.edu/departments/amst/ugrd-amst/ikaramcheti@wesleyan.edu)), for information about the application. See also 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. Theses in the American Studies Department include research projects on a range of topics with a variety of methods. 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, 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

### Daniella Gandolfo

BA, Pontificia Universidad Católica del Perú; MA, University of Texas Austin; PHD, Columbia University  
Associate Professor of Anthropology; Chair, Anthropology; Co-Coordinator, Urban 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

### Elizabeth G. Traube

BA, Radcliffe College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University  
Professor of Anthropology; Professor, Feminist, Gender, and Sexuality Studies

### Joseph Weiss

BA, University British Columbia; MA, University of Chicago; PHD, University of Chicago  
Assistant Professor of Anthropology

### Margot Weiss

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

## AFFILIATED FACULTY

### J. Kehaulani Kauanui

BA, University of California, Berkeley; PHD, University of California, Santa Cruz  
Professor of American Studies; Professor, Anthropology

## VISITING FACULTY

### Rayya El Zein

BA, Kenyon College; MA, New York University; PHD, CUNY The Graduate Center  
Visiting Assistant Professor of Anthropology

### Joseph Russo

BA, SUNY at Albany; MA, Brooklyn College; MPhil, Goldsmith's, University of London; PHD, University of Texas Austin

Visiting Assistant Professor of Anthropology

## EMERITI

### Douglas K. Charles

BA, University of Chicago; MA, Northwestern University; PHD, Northwestern University  
Professor of Anthropology, Emeritus

### R. Lincoln Keiser

BA, Lawrence University; MA, Northwestern University; MAA, Wesleyan University; PHD, University of Rochester  
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, eight of which must be 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.
- our required **course in anthropological methods, ANTH208**. 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>).

## 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.

**Essay.** An essay is also a serious research commitment: It is an independent, one-semester (or more) research project. 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.

Students wishing to write a thesis must submit a proposal to the department. Students wishing to write a thesis or essay involving fieldwork with human subjects must complete the Ethics Questionnaire. Both are due the Friday before spring break of their junior year.

- more on **Thesis Proposals**
- more on **Ethics Questionnaires**
- more on the **Goffe Wesleyan Summer Experience Grant** (to support summer fieldwork in Anthropology)
- Check out previous anthropology thesis projects on WesScholar here ([http://wescholar.wesleyan.edu/anth\\_etd/](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

**Katherine Brunson**  
BA, Harvard University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Assistant Prof of Archaeology; Assistant Professor, East Asian Studies

## AFFILIATED FACULTY

**Kate Birney**  
BA, Yale University; MT, Harvard University; PHD, Harvard University  
Associate Professor of Classical Studies; Chair, Archaeology; Associate Professor, Archaeology; Associate Professor, Art History

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

**Phillip B. Wagoner**  
BA, Kenyon College; PHD, University of Wisconsin at Madison  
Professor of 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

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	1

## THINKING THROUGH ARCHAEOLOGY

Code	Title	Hours
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

## 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

Code	Title	Hours
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP257	Environmental Archaeology	1

## ART HISTORY

Code	Title	Hours
ARCP292	Archaeology of Food, Trade, and Power in South India	1
ARCP380	Relic and Image: The Archaeology and Social History of Indian Buddhism	1
ARCP382	Archaeology of Money: Numismatics and GIS	1

## CLASSICAL STUDIES

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP214	Survey of Greek Archaeology and Art	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

## METHODS AND THEORY

Code	Title	Hours
ARCP257	Environmental Archaeology	1
ARCP382	Archaeology of Money: Numismatics and GIS	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/](http://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

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	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. 38).

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

### Joseph Salvatore Ackley

AB, Dartmouth College; MA, New York University; PHD, New York University  
Assistant Professor of Art History; Assistant Professor, Medieval Studies

### Nadja Aksamija

BA, Beloit College; MA, Princeton University; PHD, Princeton University  
Associate Professor of Art History; Associate Professor, Romance Languages and Literatures

### Talia Johanna Andrei

BA, Rutgers University; MA, Columbia University; MPHIL, Columbia University;  
PHD, Columbia University  
Assistant Professor of Art History; Assistant Professor, East Asian Studies

### Benjamin Chaffee

Associate Director of Visual Arts; Adjunct Instructor in Art

### Christopher James Chenier

BA, Bard College; MA, University of Delaware  
Digital Design Technologist; Adjunct Assistant Professor, Integrative Sciences;  
Adjunct Assistant Professor of Art

### Claire Grace

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

### Elijah Huge

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

### Katherine M. Kuenzli

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

### Tammy Vo Nguyen

BFA, The Cooper Union; MFA, Yale University

Assistant Professor of Art

### Julia A. Randall

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

### Sasha Rudensky

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

### Jeffrey Schiff

BA, Brown University; MFA, University of Massachusetts Amherst  
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; Co-Coordinator, Urban Studies

### Tula Telfair

BFA, Moore College Of Art; MFA, Syracuse University  
Professor of Art; Chair, Art and Art History; Professor, Environmental Studies

### Kate TenEyck

BFA, Rhode Island School of Design; MFA, University of Hartford  
Art Studio Technician; Adjunct Assistant Professor of Art

### Phillip B. Wagoner

BA, Kenyon College; PHD, University of Wisconsin at Madison  
Professor of Art History; Professor, Archaeology

## AFFILIATED FACULTY

### Kate Birney

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

### John Hulsey

AB, Harvard University; MA, Universite Paris III; MFA, University of California, Los Angeles  
Andrew W. Mellon Postgraduate Research Fellow in Interdisciplinary Arts Practices; Andrew W. Mellon Postgraduate Research Fellow in Interdisciplinary Arts Practices

### Christopher Parslow

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

## VISITING FACULTY

### Catherine Damman

BA, Loyola Marymount University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University

Visiting Assistant Professor of Curatorial Practice in Performance; Visiting Assistant Professor of Art History

**Scott M. Kessel**

BA, Wesleyan University; MALS, Wesleyan University  
Visiting Assistant Professor of Art

## 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, Emeritus

**Peter A. Mark**

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

**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  
Professor of Art History, Emeritus

## DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO

Elijah Huge, *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 and Baroque Art History*; Talia Andrei, *East Asian Art History*; Claire Grace, *Modern and Contemporary Art History*; Katherine Kuenzli, *Modern European Art History*; Joseph Siry, *Modern Architectural History*; Phillip Wagoner, *South Asian and Islamic Art History*

# ART HISTORY MAJOR

## MAJOR DESCRIPTION

The Art History program aims to provide student majors with a strong historical and theoretical understanding of the visual and material environment created by humankind. Art history is founded on the premise that artifacts embody, engage, and shape the beliefs and values of the persons, groups, and societies who made, commissioned, and used them. Students will learn to document and interpret changes in human society by taking works of art and other objects of material culture as their primary sources. They will also critically analyze and interpret written texts to help reconstruct and illuminate the contexts—social, economic, political, philosophical, and religious—in which artifacts were produced, used, and understood.

The study of art history around the world requires knowledge of both objects and languages, including foreign languages and traditional and recent theoretical languages pertaining to cultural production. To this end, courses in the program present students with a wide variety of analytical tools that span established methods of formal, stylistic, historical, and iconographical analysis as well as newer post-structuralist approaches and critical theories of race, gender, and socioeconomic relations. Students also have opportunities to cultivate skills in archaeological and spatial approaches to the discipline, including such digital platforms as GIS.

A major in art history prepares students to pursue a variety of professional goals. Our graduates have built successful careers in higher education, museum work, the art market, architectural history and practice, urban planning, landscape architecture, historic preservation, publishing, cultural property law, and other fields.

## 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

For the graduating classes of 2019, 2020, and 2021, click on the following link for ARHA major requirements [[https://www.wesleyan.edu/art/artist/form/MAJOR\\_REQUIREMENTS\\_for\\_2019-2020-2021.pdf](https://www.wesleyan.edu/art/artist/form/MAJOR_REQUIREMENTS_for_2019-2020-2021.pdf)].

For the classes of 2022 onward, please see the requirements below.

A minimum of 10 courses is required for the art history major, all of which must be taken on a graded basis. These include a one-credit introductory course (numbered in the 100 range), seven intermediate and advanced courses (numbered in the 200 and 300 ranges, distributed as outlined below), and two elective courses. The design of the major's requirements ensures that students gain geographic breadth and historical depth, while having the opportunity to define their own interests and to chart their own path through the major.

**Students complete an introductory course (numbered in the 100 range).** There are two ways to satisfy this requirement: a survey course that introduces a broad range of artworks over an extended time span, or a writing-intensive course whose topic is more focused. The following link provides a list of introductory course offerings [[https://www.wesleyan.edu/art/artist/form/ACTIVE\\_ARHA\\_2022.pdf](https://www.wesleyan.edu/art/artist/form/ACTIVE_ARHA_2022.pdf)]

**Student majors complete seven intermediate and advanced courses** (numbered in the 200- and 300 range, respectively) that together fulfill the following geographic and historical requirements:

Students complete courses in **four** of the five geographic areas:

- The Americas
- Europe
- East Asia
- South Asia
- Africa

And they elect courses in **three** of the four following historical periods and categories:

- Ancient
- Medieval
- Early Modern
- Modern

Any single course may be counted toward only **one** of these area or period requirements. The following link provides a list of courses currently offered and the categories they may fulfill [[https://www.wesleyan.edu/art/artist/form/ACTIVE\\_ARHA\\_2022.pdf](https://www.wesleyan.edu/art/artist/form/ACTIVE_ARHA_2022.pdf)]

Two of these seven courses must be seminars (numbered 300 or above), which foster more advanced skills in reading, writing, and independent research. These courses often include some mix of regular presentations, collaborative learning, and/or a substantial research paper.

**The introductory course and all seven of the courses satisfying historical period and geographic area requirements must be taken at Wesleyan.**

The remaining major course requirement is **two electives**, which allows students to pursue their own commitments within art history. Electives may be drawn from additional art history courses or those cross-listed with art history; art history courses taken abroad or classes in cognate fields, such as anthropology, archaeology, art studio, CEAS, FGSS, film, foreign languages, history, music, religion; social, cultural, or critical theory; sociology; and/or urban studies. Students carefully select these elective courses in consultation with their major advisor. In order for these electives to count as courses towards the art history major, they must be petitioned—ideally prior to enrollment—and approved by the major advisor.

In order to become conversant in art history as a global practice, **students must 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. Up to two courses in a foreign language may count as electives towards the art history major. German, French, and Italian are normally considered the most useful for the study of European art. Students concentrating in the history of Asian art are encouraged to study a relevant Asian language. Other languages may be relevant depending on a student's course of study. For those languages not formally taught at Wesleyan, there are alternative ways of studying them,

developed through the Center for Global Studies. See [wesleyan.edu/cgs/](https://www.wesleyan.edu/cgs/) (<https://www.wesleyan.edu/cgs/>).

For knowledge of critical theories, students are encouraged to consider ARHA courses as well as those in other disciplines linked to Wesleyan's Social, Cultural, and Critical Theory Certificate. See [wesleyan.edu/theory/](https://www.wesleyan.edu/theory/) (<https://www.wesleyan.edu/theory/>).

Ten courses is the minimum number required for the art history major. To take full advantage of the program, students are encouraged to take more than the 10 required courses and/or to pursue honors projects in art history.

## GENERAL EDUCATION

Candidates for honors in art history are required to be compliant with the University's General Education Expectations (through Stage 2).

## STUDENT LEARNING GOALS

Art history majors acquire the following skills, which will serve them in their coursework as well as in their careers beyond Wesleyan:

- Visual analysis, including knowledge of a broad range of objects and places, as well as the ability to analyze in-depth the form, materials, and meanings of specific works, buildings, and sites.
- Textual analysis, including close reading of primary and secondary sources in both historical and theoretical genres.
- Historical awareness, or an understanding of how a given object, building, or site relates to the culture(s) that produced them, including their history, religion, politics, philosophies, and social structures.
- Intercultural literacy, including proficiency in at least one foreign language and knowledge of artistic production in several world regions.
- Methodological sophistication, including experience with more than one art historical methodology and knowledge of critical theories.
- Expository writing, or the ability to articulate and substantiate a complex argument in writing.
- Research, including how to formulate a research question and relevant methodology as well as to locate, read, and evaluate appropriate sources.
- Originality, or the ability to think independently and create new knowledge.

## STUDY ABROAD

A significant number of art history majors study abroad, most commonly during the fall or spring semester of their junior year. Study abroad can be a very constructive component of an art history major especially, as it enables students to visit collections and museums in other parts of the world and to apply and deepen foreign language skills. When selecting a study abroad location, students should take into consideration their language abilities and the requirements of programs of interest. Many programs that involve language immersion require the completion of a minimum of two years of language study at the college level prior to studying abroad. While abroad, advanced students may want to use their time to identify artworks or collections that could serve as the basis for an honors thesis during their senior year. Beyond semester-long study abroad programs, students may wish to consider going abroad in the summer months, whether on a shorter-length study abroad program or to undertake independent research (juniors may apply for John T. Paoletti Summer Travel Fellowships).



## 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

In order to become conversant in art history as a global practice, students must 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. Up to two courses in a foreign language may count as electives towards the art history major. German, French, and Italian are normally considered the most useful for the study of European art. Students concentrating in the history of Asian art are encouraged to study a relevant Asian language. Other languages may be relevant depending on a student's course of study. For those languages not formally taught at Wesleyan, there are alternative ways of studying them, developed through the Center for Global Studies. See [wesleyan.edu/cgs/](http://wesleyan.edu/cgs/) (<https://www.wesleyan.edu/cgs/>).

## 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 Travel Research 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 courses 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 submit syllabi (including a list of course meetings, readings, and assignments) to the Art History Program Director for courses they wish to petition to count for the art history major or minor.

## 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.

### Individual Majors in Art History or Art Studio:

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.

### Double Majors in Art History and Art Studio:

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 specific 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.

## HONORS

Students seeking honors in art history undertake an independent, two-semester research project under the guidance of a faculty advisor, which results in a senior thesis. This project offers qualified students a unique experience to formulate a research question, master the relevant literature, and make an original contribution to the field, all under the guidance of a faculty tutor who has expertise in the topic. Students pursuing senior theses enroll in a two-semester tutorial (ARHA 409/410).

A successfully completed honors thesis demonstrates an ability to identify an original question, propose a research methodology, and work independently to achieve a significant outcome. These are skills that are very much in demand across a variety of professions.

Our graduates who have gone on to pursue postgraduate degrees in fields distant from art history (whether in law, medicine, or business) have found an honors thesis to be the most meaningful and significant part of their academic career. An honors thesis is particularly suited to students who are considering graduate studies in the humanities or related fields. The demonstrated ability to successfully complete a yearlong independent research project comprises the single most important component of an application to an MA or PhD program.



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 2).

Students wishing to consider an honors project should begin discussing ideas with relevant faculty tutors towards the beginning of the spring semester of their junior year. In order to receive full consideration, students must submit an application (linked below), which is due on the third Friday of February. Applications to write senior theses include the following information:

- A brief description of up to three possible topics (1 paragraph each)
- A list of up to three possible advisors who have indicated a preliminary willingness and availability to serve as tutors. Students are expected to have taken at least one course with any requested faculty tutors. A preliminary agreement to serve as tutor is not a guarantee.
- Relevant coursework related to the research topics

Faculty advisors will be assigned to students based on student interest and faculty availability; submitting an application does not guarantee that a thesis project will be approved. Assignments will be announced by the end of the first week of March.

After receiving their tutor assignment, thesis writers are expected to carry out preliminary research during the summer after their junior year and are required to submit a detailed proposal and preliminary bibliography for the project by the first Monday after classes start during the fall term of the senior year.

Juniors who have research projects that necessitate travel may apply for a Paoletti Research Travel Grant in March of their junior year to fund thesis research and travel over the summer before their senior year. See [wesleyan.edu/art/arthist/travel\\_fellowships.html](https://www.wesleyan.edu/art/arthist/travel_fellowships.html) ([https://www.wesleyan.edu/art/arthist/travel\\_fellowships.html](https://www.wesleyan.edu/art/arthist/travel_fellowships.html)).

In addition to conforming to the University's general requirements and deadlines for honors, candidates in art history participate in a senior colloquium that meets in October and February and culminates in April in "senior talks," 20-minute public presentations based on students' completed theses.

For more information and an application form, see the document 'Honors in Art History: Regulations and Procedures,' available in the department office and via download:

Honors in Art History: Regulations and Procedures ([https://www.wesleyan.edu/art/arthist/form/honors\\_regulations\\_procedures.pdf](https://www.wesleyan.edu/art/arthist/form/honors_regulations_procedures.pdf))

Honors Evaluation Procedures ([https://www.wesleyan.edu/art/arthist/form/honors\\_evaluation\\_procedures.pdf](https://www.wesleyan.edu/art/arthist/form/honors_evaluation_procedures.pdf))

Honors Application (<https://www.wesleyan.edu/art/arthist/form/honors-app.pdf>)

## CAPSTONE EXPERIENCE

The honors program in art history serves as the capstone experience for the major.

# ART HISTORY MINOR

## INTRODUCTION

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.

## ADMISSION TO THE MINOR

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

For the graduating classes of 2019, 2020, and 2021, click on the following link for ARHA minor requirements. [[wesleyan.edu/art/arthist/form/MINOR\\_REQUIREMENTS\\_for\\_2019-2020-2021.pdf](https://www.wesleyan.edu/art/arthist/form/MINOR_REQUIREMENTS_for_2019-2020-2021.pdf)] ([https://www.wesleyan.edu/art/arthist/form/MINOR\\_REQUIREMENTS\\_for\\_2019-2020-2021.pdf](https://www.wesleyan.edu/art/arthist/form/MINOR_REQUIREMENTS_for_2019-2020-2021.pdf)) For the classes of 2022 onward, please see the requirements below.

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. The following link provides a list of introductory course offerings [[https://www.wesleyan.edu/art/arthist/form/ACTIVE\\_ARHA\\_2022.pdf](https://www.wesleyan.edu/art/arthist/form/ACTIVE_ARHA_2022.pdf)]
- Completion of five courses numbered 200 or above. These courses must include study in **three** of the following five **geographical** areas: The Americas, Europe, East Asia, South Asia, and Africa. The five courses must also include study in **two** of the following four **historical** periods: ancient, medieval, early modern, and modern. One of these five courses must be a seminar (numbered in the 300 range). Any one course may be counted toward only one of these area or period requirements. The following link provides a list of courses currently offered and the categories they may fulfill [[https://www.wesleyan.edu/art/arthist/form/ACTIVE\\_ARHA\\_2022.pdf](https://www.wesleyan.edu/art/arthist/form/ACTIVE_ARHA_2022.pdf)]
- 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 director's preapproval. This course may count as a 200-level course but the 100- and 300-level courses for the minor must be taken at Wesleyan.
- All courses for the minor must be taken on a graded basis. Exceptions will be made for COL and CSS majors.

# ART STUDIO MAJOR

## MAJOR DESCRIPTION

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

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 (Drawing I) 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. Most faculty 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 advise 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 (Drawing I)
- At least four studio courses numbered **200**, at least one of which must be in either of the three-dimensional areas of sculpture or architecture
  - four art history courses, at least two of which are at the 200-level or above:

- one Classical through Baroque
- one Modern (1700 - present)
- one non-Western
- one additional ARHA course (ARHA110 or ARHA131 surveys are strongly encouraged)

- two semesters of senior thesis<sup>1</sup>

<sup>1</sup> In the rare case a student finishes all of their graduation requirements in December of their senior year, they 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. Majors are required to fulfill their general education as described by the University guidelines, since all majors 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.

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.

## 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 and pass 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  
Associate Professor of Astronomy; Associate Professor, Integrative Sciences

**Roy E. Kilgard**  
BA, Valdosta St University; PHD, University of Leicester  
Associate Professor of the Practice in Astronomy; Associate Professor of the Practice, Integrative Sciences

**Edward C. Moran**  
BS, Pennsylvania State University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University  
Professor of Astronomy; Chair, Astronomy Department; Director, Graduate Studies; Director, Van Vleck Observatory; Professor, Integrative Sciences; Co-Coordinator, Planetary Science

**Seth Redfield**  
BM, New Eng Conserv Music; BS, Tufts University; MS, University of Colorado Boulder; PHD, University of Colorado Boulder  
Associate Professor of Astronomy; Associate Professor, Integrative Sciences; Co-Coordinator, Planetary Science

## 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 required courses as well as four upper-level astronomy courses. The required upper-level courses are taken one each semester in the junior and senior years.

Code	Title	Hours
Required Courses:		
ASTR155	Introduction to Astrophysics	
ASTR211	Observational Astronomy	
MATH121	Calculus I	
MATH122	Calculus II	
MATH221	Vectors and Matrices	
PHYS113	General Physics I	
PHYS116	General Physics II	
PHYS213	Waves and Oscillations	
PHYS214	Quantum Mechanics I	
Four Upper-Level Astronomy Courses*:		
ASTR221	Galactic Astronomy	
ASTR222	Modern Observational Techniques	
ASTR224	Exoplanets: Formation, Detection, and Characterization	
ASTR231	Stellar Structure and Evolution	
ASTR232	Galaxies, Quasars, and Cosmology	
ASTR240	Radio Astronomy	
*Upper-level Astronomy course offerings may vary year-to-year.		

Code	Title	Hours
Strongly Recommended Courses:		
MATH222	Multivariable Calculus	
PHYS324	Electricity and Magnetism	
PHYS215	Special Relativity	
PHYS219	Introduction to Contemporary Physics (if PHYS215 is not offered)	

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 ([catalog.wesleyan.edu/departments/astr/ugrd-astr/%20https://wesfiles.wesleyan.edu/departments/acaf/AcafWeb/Advising%20Resources%20for%20Faculty/Astronomy\\_Major.pdf](https://catalog.wesleyan.edu/departments/astr/ugrd-astr/%20https://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/bama.html](http://wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.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.

## MASTER OF ARTS IN ASTRONOMY

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, mathematics, or planetary science 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 can obtain a master's degree upon successful completion of an additional 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. In order to show proficiency in astronomy, physics, and mathematics, a minimum of 6-10 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 two to four courses in physics, mathematics, or other sciences after consultation with the faculty of the department. In each semester of the first year of a 2-year MA program, students typically take three courses: one 500-level astronomy course and two courses in physics or math to match the level of proficiency expected in the Department's BA in astronomy. In each semester of the final year of the MA program, students typically take one 500-level astronomy course and one credit of thesis research. 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, an MA 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 prior to the last 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. BA/MA students do not take a written or oral qualifying examination if ASTR155 has been successfully completed.

## 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. BA/MA students are not required to be teaching assistants.

## 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 AND 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

Wesleyan offers an MA Concentration in Planetary Science. 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. For more information and course requirements see <https://www.wesleyan.edu/planetary/Graduate.html>.

## ADDITIONAL INFORMATION

For additional information, please visit [wesleyan.edu/astro/grad-program](https://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; Director, WesMASS; Associate Professor, Neuroscience and Behavior; Associate Professor, Integrative Sciences

### Ann Campbell Burke

AB, New York University; MA, Harvard University; PHD, Harvard University  
Professor of 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  
Huffington Foundation Professor in the College of the Environment; Professor of Biology; Chair, Environmental Studies Program; 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

### Ruth Ineke Johnson

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

### Laverne Melon

BA, Middlebury College; MS, SUNY at Binghamton University; PHD, Purdue University W Lafayette

Assistant Professor of Biology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Janice R. Naegele

BA, Mount Holyoke College; PHD, Massachusetts Institute of Technology  
Dean of the Natural Sciences and Mathematics; Alan M. Dachs Professor of Science; Professor of Biology; Professor, Neuroscience and Behavior; Professor, Integrative Sciences

### Joyce Ann Powzyk

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

### Michael Singer

BS, University Southern Calif; PHD, University of Arizona  
Professor of Biology; Chair, 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; Co-Coordinator, Informatics and Modeling

## VISITING FACULTY

### James Paul Mulrooney

PHD, Wesleyan University  
Visiting Assistant Professor of Biology

## EMERITI

### Allan Berlind

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

### David Bodznick

BS, University of Illinois Urbana; MAA, Wesleyan University; PHD, University of Washington  
Professor of Biology, Emeritus

### J. James Donady

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

### Laura B. Grabel

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

## 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 corequisites, 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 major's 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, or BIOL216).

**NOTE:** Among the 6 Biology elective courses, 3 must be used exclusively for the Biology Major

- No more than three of these mid-level courses (listed above) may be counted towards the six advanced elective requirement.
- **IMPORTANT INFORMATION FOR DOUBLE MAJORS:** At least two elective courses (200-level and above) that are counted toward the biology major cannot be simultaneously used to fulfill any other major.
- In addition, if a student is double-majoring in biology and NS&B, NS&B/BIOL213 cannot count toward the six electives required for the biology major; however, NS&B/BIOL213 will fulfill the Column 2 breadth requirement.
- Two semesters of general chemistry (CHEM141-CHEM142 or CHEM143-CHEM144)
- Any three additional semesters of related courses from at least two different departments:

- organic chemistry (CHEM251 or CHEM252)
- physics (PHYS111, PHYS112, PHYS113, or PHYS116 and PHYS207)
- mathematics (MATH117 or higher)
- statistics (MATH132, BIOL242/BIOL542, ECON300 or PSYC200)
- QAC (QAC201 or QAC231)
- computer science (COMP112, COMP114, COMP115, COMP211, or higher)
- Earth and Environmental Science E&ES270, or E&ES280 or E&ES380)

**NOTE: Two Statistics courses, even from different Departments cannot both be counted as cognates  
Students cannot use E&ES280 if they use Qac231**

- Biology majors are allowed to apply at most one elective course or one cognate 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.
- 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.
- Students planning to go on to medical, dental, or other health professions graduate school should note that a year each of introductory biology, physics, and math (such as calculus or statistics) and two years of chemistry (general and organic) are required for admission, including any laboratory components.

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.

## CAPSTONE EXPERIENCE WILL BE REQUIRED FOR BIOLOGY MAJORS DECLARING IN 2020 STUDENTS MUST COMPLETE AT LEAST ONE OF THE FOLLOWING:

1. **Lab research (preferably starting sophomore year) leading to a senior thesis (BIOL409, BIOL410)**
2. **Participation in journal club junior or senior year (FALL BIOL505, 507 or 509), (SPRING BIOL506, 508 or 510)**
3. **Summer Research Internship**
4. **Additional 300 level seminar**
5. **Upper level lab or field course**
6. **Attendance at weekly Biology and MB&B seminars (FALL BIOL338, SPRING BIOL339)**

## CELL AND DEVELOPMENT BIOLOGY

Code	Title	Hours
MB&B/BIOL232	Immunology	1
MB&B/BIOL237	Signal Transduction	1
BIOL334	Shaping the Organism	1
BIOL325	Stem Cells: Basic Biology to Clinical Application	1

BIOL340/540	EvoDevo: Origins of Variation in the Phenotype	1
BIOL343/543	Muscle and Nerve Development	1
BIOL/NS&B345	Developmental Neurobiology	1
BIOL241	Cell-Cell Interactions in Development	1
BIOL295	Physiology and Cell Biology of Cancer	1
BIOL332	Genomics Era Cell and Development	1

## EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

Code	Title	Hours
BIOL220	Conservation Biology	1
BIOL226	Invasive Species: Biology, Policy, and Management	1
BIOL235	Comparative Vertebrate Anatomy	1
BIOL290	Plant Form and Diversity	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
BIOL337	The Origins of Bacterial Diversity	0.5
BIOL346	The Forest Ecosystem	1
BIOL365	Calderwoods Seminar in Public Writing: 21st-Century Biology	1
ENVS353	Agricultural Food Webs	1
ENVS369	Ecological Resilience: The Good, the Bad, and the Mindful	1.25

## GENETICS, GENOMICS, AND BIOINFORMATICS

Code	Title	Hours
BIOL/MB&B265/ COMP113/CIS265	Bioinformatics Programming	1
BIOL327/527	Evolutionary and Ecological Bioinformatics	1
MB&B/BIOL231	Microbiology	1
BIOL310	Genomics Analysis	1
BIOL257	Neurogenetics	1
MB&B333/533	Gene Regulation	1
MB&B394	Advanced Laboratory in Molecular Biology and Genetics	1
E&ES280	Introduction to GIS	1
E&ES380	Advanced GIS and Spatial Analyses	1
MB&B306	Epigenetics	1

## NEUROBIOLOGY AND BEHAVIOR

Code	Title	Hours
BIOL/NS&B224	Hormones, Brain, and Behavior	1
BIOL/NS&B239	Functional Anatomy of the Human Brain	1
NS&B/BIOL243	Neurohistology	1
BIOL244	Neuropharmacology	1
BIOL/NS&B245	Cellular Neurophysiology	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
BIOL/NS&B299	Waves, Brains, and Music	1

NS&B/BIOL328	Chemical Senses	1
BIOL/NS&B345	Developmental Neurobiology	1
BIOL347	Mammalian Cortical Circuits	1
BIOL/NS&B351	Neurobiology of Learning and Memory	1
NS&B/BIOL353	Neurobiology of Neurological Disorders	1
BIOL356	Neurodevelopmental Disorders	1
BIOL357	Sex and Gender: From Synapse to Society	1
NS&B/BIOL360	Calderwood Seminar in Public Writing: Neuroplasticity and 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: BIOL242, E&ES234, MB&B228, CHEM323, CHEM342, CHE383

**NOTE: MB&B228 Introduction to Biochemistry 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.

Code	Title	Hours
BIOL106	The Biology of Sex	1
BIOL140	Classic Studies in Animal Behavior	1
BIOL145F	Primate Behavior: The Real Monkey Business (FYS)	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
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.

## ADVANCED PLACEMENT

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

Students with a score of 4 or 5 may place out of **one** of the two Introductory Biology courses - BIOL181 or BIOL182 but **must first consult** with an instructor teaching these courses.

**Students interested in placing out of MB&B181 in the fall semester should contact Professor Michelle Murolo** (mmurolo@wesleyan.edu) **regarding the placement exam.**

No follow-up course is required. These courses are considered essential background for our upper-level courses; **students are highly encouraged to enroll in both semesters.**

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 Michael Singer (msinger@wesleyan.edu) to ensure creditability of specific courses from other

institutions. Information and a downloadable form can be found here <https://www.wesleyan.edu/studentaffairs/pdfs/ptcapril2016.pdf>

## 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/) (<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) (<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/) (<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/bama.html](http://www.wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.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

### CAPSTONE EXPERIENCE WILL BE REQUIRED FOR BIOLOGY MAJORS DECLARING IN 2020 STUDENTS MUST COMPLETE AT LEAST ONE OF THE FOLLOWING:

1. Lab research (preferably starting sophomore year) leading to a senior thesis (BIOL409, BIOL410)
2. Participation in journal club junior or senior year (FALL BIOL505, 507 or 509), (SPRING BIOL506, 508 or 510)
3. Summer Research Internship
4. Additional 300 level seminar
5. Upper level lab or field course
6. Attendance at weekly Biology and MB&B seminars (FALL BIOL338, SPRING BIOL339)

## DOCTOR OF PHILOSOPHY IN BIOLOGY

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 PhD students are required to teach 3 semesters (2 in the introductory series) 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 PhD students must take a minimum of two 1 credit advanced (300 or 500) lecture, lab, or seminar course approved by the First Year Advisory committee. 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. All students are required to participate 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 PhD student's career in the Department of Biology at Wesleyan University is divided into three phases:

### 1. Preparation, rotations, and Qualifier exam

Students are required to spend a one-semester rotation in two research laboratories during their first year. A third rotation is occasionally appropriate. After settling into a lab, a qualifying examination will be taken at 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 and including the advisor), 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.

### 2. Active PhD thesis research

Within a year of passing the Qualifier exam the student should meet with a thesis committee selected in consultation with his/her advisor to discuss research progress and proposed research. The student should submit to the committee an updated thesis proposal. The thesis committee will include the thesis advisor and three additional members; at least two of the latter three must be a member of the Biology Department Faculty. The 3<sup>rd</sup> member may be from another Wesleyan Department or another institution if appropriate. The committee

will meet with the student twice a year thereafter, or more frequently if it is appropriate.

### 3. Preparation of the PhD thesis and defense

The thesis committee determines when sufficient experimental work has been completed and must approve the final written document. After the committee's determination, a public thesis defense will be scheduled.

## TEACHING

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

## RESEARCH

PhD 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
- **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
- **Johnson Lab**—regulation of cell movement during development
- **Naegele Lab**—development of GABAergic interneurons and neural stem cell therapy
- **Melón Lab**—Neurobiological mechanism that drive sex differences in the development of disorders associated with alcohol exposure
- **Singer Lab**—evolution and ecology of plant-animal interactions
- **Sultan Lab**—evolutionary ecology of phenotypic plasticity in plants
- **Weir Lab**—molecular genetics; bioinformatics

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

## DISSERTATION AND 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. The thesis committee determines when sufficient experimental work has been completed and must approve the final written document. At this point a public defense will be scheduled after which the documents will be signed if the candidate has fulfilled all the requirements.

## ADDITIONAL INFORMATION

### BA/MA PROGRAM

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 encouraged to begin research by their sophomore year if they intend to pursue the BA/MA in biology. Admission is competitive and based on GPA, faculty recommendations, and research experience. For information about the BA/MA Program: [wesleyan.edu/grad/degree-programs/bama.html](http://www.wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.html>)

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

## MASTER OF ARTS IN BIOLOGY

The Biology Department offers graduate work leading to the degree of Master of Arts through the BA/MA program. The program has a strong research orientation. It also includes course work, seminars, and, in some cases, teaching. A student hoping to enter this program will be expected to discuss the intention to do so with a research advisor in the first semester of their junior year to permit the design of an acceptable program. The Biology Department may grant the degree of Master of Arts to students in the PhD program who do not complete the PhD.

## COURSES

Students in the BA/MA or terminated Ph.D. programs are required to earn a minimum of 6 credits in addition to the 32 necessary for the Wesleyan BA. Three credits will be earned through Journal Club I & II (BIOL509, BIOL510; 0.25 credits x 2 = 0.50), Advanced Research (BIOL549, BIOL550; 1.0 credit x 2 = 2.0) and Research Seminar (BIOL557; 0.50 credits). The remaining credits will be earned through lecture, lab, or seminar courses (200, 300, or 500-level) determined by the student and mentor; a minimum of two of these must be one-credit courses. MA credit will only be awarded for academic work in which grades of B minus or higher have been earned. A student in the BA/MA program who earns more than 32 credits during the BA may apply any excess credits toward the MA, providing that they are relevant to the research area and they have not been used to fulfill an undergraduate major requirement.

## PROGRESS AND QUALIFYING EXAMS

A 3-member committee of the faculty will be established upon acceptance into the BA/MA program. The candidate will be in contact with their committee in early stages of research and meet with them in the second semester of their MA year. This committee determines when sufficient experimental work has been completed and must approve the final written document. Students in this program will be expected to submit a MA thesis describing the research which they have carried out in partial fulfillment of the degree requirements.

## TEACHING

There are no requirements for BA/MA candidates to teach although the opportunity may arise.

## RESEARCH

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

## THESIS AND DEFENSE

Students in this program will submit a MA thesis describing their research and give a public presentation during the BIOL557seminar describing the research they have carried out as partial fulfillment of the degree requirements.

## ADDITIONAL INFORMATION

### BA/MA PROGRAM

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 encouraged to begin research by their sophomore year if they intend to pursue the BA/MA in biology. Admission is competitive and based on GPA, faculty recommendations, and research experience. For information about the BA/MA Program: [wesleyan.edu/grad/degree-programs/bama.html](http://www.wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.html>)]

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



# FRIES CENTER FOR GLOBAL STUDIES

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## MISSION

The Fries 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 Fries 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; Fellowships; Language and Intercultural Learning; and Language Resources and Technology. 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

### Abderrahman Aissa

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

### H.M FazaleHaq

MA, University Of New Mexico; PHD, University Of New Mexico  
Assistant Professor of the Practice in Hindi/Urdu

### Natalia Roman Alicea

Assistant Director of Intercultural and Language Learning; Visiting Instructor,  
Center for Global Studies

## AFFILIATED FACULTY

### Naho Maruta

MA, University of Wisconsin at Madison  
Associate Professor of the Practice in East Asian Studies; Associate Professor of the Practice, Fries Center for Global Studies

### Camilla Zamboni

MA, Ohio State University  
Adjunct Assistant Professor in Italian; Italian Section Head; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies



# CENTER FOR JEWISH STUDIES

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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 Frankel Memorial Lecture, and the annual Jeremy Zwelling Lecture. To be engaged with the larger Wesleyan community, the Center for Jewish Studies sponsors WESeminars, presented by its faculty.

# CENTER FOR THE HUMANITIES

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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. 233)

## VISITING FACULTY

### **Javier Fernandez Galeano**

BA, Universidad Complutense de Madrid; MA, New School for Social Research; MA, Brown University; PHD, Brown University  
Andrew W. Mellon Postdoctoral Fellow

### **Mlondi Zondi**

BA, University of KwaZulu-Natal; MA, Northwestern University; MFA, University of California, Irvine  
Andrew W. Mellon Predoctoral Fellow

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## FACULTY FELLOWS

### **Director, Natasha Korda**

BA, Columbia University; PHD, Johns Hopkins University  
Professor of English; Director, Center for the Humanities; Professor, Feminist, Gender, and Sexuality Studies

Greg Goldberg, *Fall 2020*; Yu-Ting Huang, *Fall 2020*; Margot Weiss, Khalil Anthony Johnson, *Fall 2020*; Paula Matthusen, *Fall 2020*; Amy Tang, *Fall 2020*

Marian Bilbija, *Spring 2021*; Lisa Cohen, *Spring 2021*; Michael Meere, *Spring 2021*, Katie Pearl, *Spring 2021*, Daniel Smyth, *Spring 2021*

## STUDENT FELLOWS

Robi Frederick, *Fall 2020*; Maya Hayda, *Fall 2020*; Paul McLaren, *Fall 2020*; Katerina Ramos-Jordan, *Fall 2020*; Yihan Lin, *Spring 2021*; Madeline Matz, *Spring 2021*; Tara Nair, *Spring 2021*; Gabriel Ridout, *Spring 2021*

# 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; Professor, Integrative Sciences

### Anthony P. Davis

BS, U.S. Coast Guard Academy; MS, Ohio State University; PHD, Wesleyan University  
Associate Professor of the Practice in 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  
Beach Professor of Chemistry; Professor of Chemistry

### Brian Hale Northrop

BA, Middlebury College; PHD, University of California, Los Angeles  
Associate Professor of Chemistry; Associate Professor, Integrative Sciences

### Stewart E. Novick

BS, SUNY at Stony Brook; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University  
Joshua Boger University Professor of the Sciences and Mathematics; Professor of Chemistry; Professor, Integrative Sciences

### Alison L. O'Neil

BS, Binghamton University; PHD, Montana State University  
Assistant Professor of Chemistry; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

### Michelle Louise Personick

BA, Middlebury College; PHD, Northwestern University  
Assistant Professor of Chemistry; Assistant Professor, Integrative Sciences

### Andrea Roberts

BS, Cornell University; MS, Polytechnic University; PHD, Wesleyan University  
Associate Professor of the Practice in Chemistry

### Irina M. Russu

BS, University of Bucharest; MAA, Wesleyan University; PHD, University of Pittsburgh

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

### Colin A. Smith

BA, New York University; PHD, University of California, San Francisco  
Assistant Professor of Chemistry; Assistant Professor, Integrative Sciences; Assistant Professor, Molecular Biology and Biochemistry

### Erika A. Taylor

BS, University of Michigan; PHD, University of Illinois Urbana  
Associate Professor of Chemistry; Faculty Director, McNair Program; Associate Professor, Environmental Studies; Associate Professor, Integrative Sciences

### T. David Westmoreland

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

## AFFILIATED FACULTY

### Candice M Etson

BA, New York University; BFA, New York University; PHD, Harvard University  
Assistant Professor of Physics; Assistant Professor, Chemistry; Assistant Professor, Integrative Sciences; Assistant Professor, Molecular Biology and Biochemistry

## VISITING FACULTY

### Stephen Anthony Cooke

Visiting Scholar in Chemistry

### Breanna Craft

Visiting Scholar in Chemistry

### Michael J. Frisch

Research Professor in Chemistry

### Anisha Gupta

BS, Punjabi University; MS, Punjabi University; PHD, Carnegie Mellon University  
Visiting Assistant Professor of Chemistry

### Rachel D. Lowe

Visiting Scholar in Chemistry

### Melisa Moreno Garcia

Visiting Scholar in Chemistry

## EMERITI

### David L. Beveridge

BA, College of Wooster; MAA, Wesleyan University; PHD, University of Cincinnati  
Joshua Boger University Professor of the Sciences and Mathematics, Emeritus; Co-Coordinator, Molecular Biophysics

### 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 at Madison

E. B. Nye Professor of Chemistry, Emeritus

**George A. Petersson**

BS, City College; PHD, California Institute Tech

Fisk Professor of Natural Science, Emeritus

**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

## MAJOR DESCRIPTION

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.

## 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.)

To declare the Chemistry major students must have earned a grade of C or better in all 100- and 200-level Chemistry courses completed at the time of declaration.

## MAJOR REQUIREMENTS

To major in chemistry, a student should complete a year of General 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.

Students must either (i) complete calculus courses through MATH122, (ii) receive an Advanced Placement score of a 4 or 5 on the BC calculus exam, or (iii) place into a course beyond MATH122 on the Math Placement Exam. Students must take one year of physics (PHYS111/112 or PHYS113/116) or receive an Advanced Placement score of a 4 or 5 on AP physics exam. Students who do not study inorganic chemistry in CHEM144, either through exemption or because they have satisfied the general 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 General 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:**

Code	Title	Hours
CHEM309	Molecular and Cellular Biophysics	1
CHEM/MB&B321	Biomedical Chemistry	1
CHEM/MB&B325	Introduction to Biomolecular Structure	1
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.) Students must either (i) complete calculus courses through MATH122, (ii) receive an Advanced Placement score of a 4 or 5 on the BC calculus exam,

or (iii) place into a course beyond MATH122 on the Math Placement Exam. Students are strongly encouraged to take one year of physics (PHYS111/PHYS112 or PHYS113/PHYS116) or receive an Advanced Placement score of a 4 or 5 on AP physics exam. 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 General Chemistry. The laboratory courses, CHEM257 and CHEM258, are usually taken concurrently with CHEM251/CHEM252, respectively. The two courses, General 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

**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 the major.

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](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.

## LANGUAGE REQUIREMENT

There is no language requirement associated with this program.

## TRANSFER CREDIT

Not all general chemistry or organic chemistry courses taken at other institutions will satisfy the criteria for transfer credit to Wesleyan. It is the students' responsibility to find an acceptable course(s) and to have the course(s) preapproved by the Chemistry Department. Below are general guidelines for requests for transfer of credit for general and organic chemistry.

For Transfer of Credit:

- The instructor of the equivalent Wesleyan course (CHEM141 or CHEM142 for General 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 (<http://www.wesleyan.edu/deans/forms> (<http://www.wesleyan.edu/deans/forms.html>)),
  - the title, author(s), and edition of the textbook used in the course,
  - the syllabus for the course, including which specific chapters of the textbook are actually covered in the course,
  - the length of the lectures,
  - the total number of actual class hours, *excluding* time taken for examinations, and
  - the name and contact information for the course instructor.

These materials must be compiled by the student and sent to the faculty member currently teaching the equivalent Wesleyan course; simply sending a copy of the syllabus or a link to a course website is not sufficient.

- The student must achieve at least a B- to get credit for the course.
- 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).
- The Chemistry Department will not normally accept an online chemistry course for Wesleyan credit.

## 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 tenured/tenure-track 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, research laboratories, and industry 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.

# CHEMISTRY MINOR

## INTRODUCTION

The Chemistry minor is designed for students who wish to acquire a solid foundation in the fundamentals of chemistry as part of their more in-depth study of a related discipline.

## ADMISSION TO THE MINOR

Students must have completed or be currently enrolled in CHEM251 in order to declare the Chemistry minor.

## MINOR REQUIREMENTS

To receive the Chemistry Minor, students must complete all of the following required courses<sup>^</sup>:

- General Chemistry I & II (CHEM141 & CHEM142)\* **OR** Principles of Chemistry I & II (CHEM143 & CHEM144)\*
- Introductory Chemistry Laboratory (CHEM152)\*
- Principles of Organic Chemistry I & II (CHEM251 & CHEM252)
- Intermediate Chemistry Laboratory (CHEM257)
- Organic Chemistry Laboratory (CHEM258)
- Chemistry Symposia I **OR** II (CHEM521 **OR** CHEM522)
- One 300 level course taught by the Chemistry Department

\* **OR** equivalent pre-matriculation credits.

<sup>^</sup> A grade of C or better in all completed 100- and 200- level Chemistry courses is required to count toward the minor requirements.

# DOCTOR OF PHILOSOPHY IN CHEMISTRY

The Department of Chemistry offers a graduate program leading to a Ph.D. in Chemistry. The faculty-to-graduate student ratio 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.



Interested students are encouraged to visit the websites of individual faculty (<http://wesleyan.edu/chem/people/>) members to explore research areas and opportunities available in the department.

## 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 required 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.

## LANGUAGE REQUIREMENT

There is no language requirement associated with this program.

## PROGRESS AND QUALIFYING EXAMS

Progress examinations are given multiple times each academic year. These examinations are designed to encourage graduate students to keep up with the latest developments in chemistry based on articles in the current literature. In addition, they are a valuable tool for monitoring the expected steady growth of a student's ability to critically read the chemical literature, as well as identifying any areas where he or she is deficient. Students are required to pass 15 elementary and 7 advanced progress 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. Completion of at least two semesters of teaching assistantship is generally required for the Ph.D. program.

## RESEARCH

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.

## DISSERTATION AND DEFENSE

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

## CONCENTRATIONS

### CHEMICAL PHYSICS

Guiding Committee: Lutz Hühnel, *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.

Students entering the chemical physics program will choose an interdepartmental committee to oversee their progress toward the PhD degree. Students will still receive a Ph.D. 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 Ph.D. 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 Ph.D. research. A second proposal, external to their research, is submitted in the fourth year. In addition, there is a final oral Ph.D. thesis defense. For details, see the requirements for the PhD in chemistry. For those chemical physics students pursuing a Ph.D. in physics, there are three formal examinations: a written examination at an advanced undergraduate level (taken in the third semester), an oral Ph.D. candidacy examination (taken no later than the fifth semester), and a final oral Ph.D. thesis defense. For details, see the requirements for the Ph.D. 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

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 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 may indicate their interest on the application for admission to the Chemistry, MB&B, Physics, or Biology departments. Application forms for these departments are available at: <https://admission.wesleyan.edu/apply/>.

## ADDITIONAL INFORMATION

For additional information, please visit <https://www.wesleyan.edu/chem/graduates/index.html>

## MASTER OF ARTS IN CHEMISTRY

The Master of Arts via the BA/MA program is an attractive option for current Wesleyan science majors to enrich their course and research background. The program has a strong research orientation. It also includes course work, seminars, and, in some cases, teaching. A student hoping to enter this program will be expected to declare the intention to do so early enough in his/her academic career to permit the design of an acceptable program with a research advisor. Students are advised to begin research no later than 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 senior year and if accepted, can continue for one year beyond the bachelor's degree with the goal of completing the master's degree requirements in one additional year. The MA year is tuition free. [[wesleyan.edu/grad/degree-programs/bama.html](https://wesleyan.edu/grad/degree-programs/bama.html)]

The Chemistry Department may grant the degree of Master of Arts to students in the Ph.D. program who do not complete the Ph.D.

## COURSES

Students in the BA/MA or terminated Ph.D. programs are required to earn a minimum of 6.0 credits in order to fulfill the requirements of the master's degree. The minimum 6.0 required credits must include at least 2.0 total credits of Advanced Research, at least two 1.0 credit chemistry elective courses at the 300-level or higher, two semesters of upper-level seminars (CHEM547/548, CHEM557/558, or CHEM587/588), and two semesters of the departmental colloquium (CHEM521/522). Students may petition to have an advanced elective course(s) from another department count toward their two 300-level chemistry elective courses.

## PROGRESS AND QUALIFYING EXAMS

Students in the terminated Ph.D. program are not required to have passed a specified number of progress examinations in order to complete the master's degree. Students in the BA/MA program are not required to take progress examinations.

## TEACHING

Teaching is not required as part of the BA/MA program, however many students in the BA/MA program choose to contribute to the department to build their pedagogical skills as teaching assistants (TA's). Students in a terminated Ph.D. program have the same teaching responsibilities as those in the Ph.D. program.

## RESEARCH

As outlined above, students in both the BA/MA and terminated Ph.D. programs are required to enroll in 1.0 credits of advanced research each semester.

## THESIS AND DEFENSE

An oral defense of the master's thesis before their committee is required for successful completion of the master's degree for both BA/MA and terminal MA students. A final, open seminar to the department and broader community is not required for the master of arts degree.

## CONCENTRATIONS

### CHEMICAL PHYSICS

Guiding Committee: Lutz Hübner, *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.

Students entering the chemical physics program will choose an interdepartmental committee to oversee their progress toward the PhD degree. Students will still receive a Ph.D. 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 Ph.D. 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 Ph.D. research. A second proposal, external to their research, is submitted in the fourth year. In addition, there is a final oral Ph.D. thesis defense. For details, see the requirements for the PhD in chemistry. For those chemical physics students pursuing a Ph.D. in physics, there are three formal examinations: a written examination at an advanced undergraduate level (taken in the third semester), an oral Ph.D. candidacy examination (taken no later than the fifth semester), and a final oral Ph.D. thesis defense. For details, see the requirements for the Ph.D. 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.

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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 may indicate their interest on the application for admission to the Chemistry, MB&B, Physics, or Biology departments. Application forms for these departments are available at: <https://admission.wesleyan.edu/apply/>.

## ADDITIONAL INFORMATION

For additional information, please visit <https://www.wesleyan.edu/chem/graduates/index.html>

# 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, science, 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 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.

The Classical Studies Department offers two majors: a **Classical Civilization major** and a **Classics major**. For the requirements for the two majors, see the relevant subsections.

## 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.

## FACULTY

### Kate Birney

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

### Christopher Parslow

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

## VISITING FACULTY

### Elizabeth A. Bobrick

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

### 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.

Students can either follow the general track or pursue one of three specialized tracks: Poetry and Performance, Archaeology/ Archaeological Science or History and Social Justice [see here (<https://wesleyan.edu/classics/>)]. All tracks are rigorous and incorporate both language and cultural study; the specialized tracks offer an opportunity to do more interdepartmental and comparative work. While all pathways through the major share the same foundational courses in language, history, and material culture, students pursuing specialized tracks can take 2 complementary courses outside of the department as part of their elective courses, provided their course of study has been approved by their major advisor.

## 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.

All students entering the major are required to complete the major declaration form on which they will outline the path they plan to pursue: selection of potential courses; track, if any; selections outside the department and how they will be in conversation with the major course selections to form a meaningful curricular whole. This initial outline will indicate the student's aimed trajectory. Upon completion of the major, students will complete the final section of the form where they will have the opportunity to explain changes in this initial trajectory and reflect briefly on their choices and development as a whole. [see Form (<https://wesleyan.edu/classics/Major%20Declaration%20Form.pdf>)]

## 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.

The table below offers a comparison of potential course trajectories through the general and specialized tracks. See also Classics Major (p. 71).

## STUDENT LEARNING GOALS

The Classical Studies Department offers two majors, Classical Civilization and Classics, 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. The major in Classical Civilization encourages the parallel exploration of both the literary and archaeological remains of the Greeks and Romans, either through a general track or one of three specialized tracks. For a detailed description of the two majors and major requirements, see below. 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 (offered in alternate years) 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.



All students entering the major are required to complete the major declaration form on which they will outline the path they plan to pursue: selection of potential courses; track, if any; selections outside the department and how they will be in conversation with the major course selections to form a meaningful curricular whole. This initial outline will indicate the student’s aimed trajectory. Upon completion of the major, students will complete the final section of the form where they will have the opportunity to explain changes in this initial trajectory and reflect briefly on their choices and development as a whole. [see Form (<https://wesleyan.edu/classics/Major%20Declaration%20Form.pdf>)]

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.

The table below offers a comparison of potential course trajectories through the general and specialized tracks. See also Classical Civilization major (p. 70).

COURSE SELECTION IN TRADITIONAL AND SPECIALIZED TRACK PATHWAYS				
	Classics Major	CCIV Major	Poetry & Perf.	
Arch. / Arch. Sci.	Law / Soc.Just.			
Language	6 (201-2, plus 4) 3 (102, 201-202)	3 (102, 201-202)	3 (102, 201-202)	3
History	1 1	1	1	1
Material Culture	0 Suggested: 1 1	1	1	1
Seminars	1 2	2 (1 can be lang.)	2	2
Electives (*2)	2 3 (2*)	3	3 (*2)	3
Total#	10 10	10	10	10

\*Courses which, with permission from us, could be credited from outside the department.

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

### Hyejoo Back

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

### Joan Cho

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

### Wei Gong

BA, Beijing Language and Culture U; MA, The University of Hong Kong  
Associate Professor of the Practice in East Asian Studies

### Yu-ting Huang

BA, National Taiwan University; MA, National Taiwan University; PHD, University of California, Los Angeles  
Assistant Professor of East Asian Studies

### Mengjun Liu

BA, Beijing Normal University; MA, Nanjing Normal University  
Assistant Professor of the Practice in Chinese

### Naho Maruta

MA, University of Wisconsin at Madison  
Associate Professor of the Practice in East Asian Studies; Associate Professor of the Practice, Fries Center for Global Studies

### Wendi Field Murray

BS, Bridgewater State College; MA, University of Arizona; PHD, University of Arizona  
Archaeology Collections Manager; Adjunct Assistant Professor of East Asian Studies

### Ao Wang

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

### Takeshi Watanabe

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

## AFFILIATED FACULTY

### Talia Johanna Andrei

BA, Rutgers University; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University  
Assistant Professor of Art History; Assistant Professor, East Asian Studies

### Stephen Angle

BA, Yale University; PHD, University of Michigan  
Mansfield Freeman Professor of East Asian Studies; Professor of Philosophy; Director, Center for Global Studies; Professor, East Asian Studies

### Katherine Brunson

BA, Harvard University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Assistant Prof of Archaeology; Assistant Professor, East Asian Studies

### Lisa A. Dombrowski

BA, Wesleyan University; MA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison  
Associate Professor of Film Studies; Associate Professor, East Asian Studies

### Mary Alice Haddad

BA, Amherst College; MA, University of Washington; PHD, University of Washington  
John E. Andrus Professor of Government; Professor of Government; Chair, College of East Asian Studies; Director, Office of Faculty Career Development; Professor, Environmental Studies; Professor, East Asian Studies

### Masami Imai

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

### William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University  
John E. Andrus Professor of History; Professor of History; Professor, Science in Society; Professor, Environmental Studies; Professor, East Asian Studies

### Marguerite Nguyen

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

### Andrew H Quintman

BA, Hampshire College; MA, University of Michigan; PHD, University of Michigan  
Associate Professor of Religion; Associate Professor, 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

### Su Zheng

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

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

## VISITING FACULTY

### Miyuki Hatano-Cohen

BA, Tohoku Gakuin University

Visiting Assistant Professor of East Asian Studies

### Yunjeong Lee

BA, Sun Moon University; MS, Central Connecticut State University

Visiting Instructor in East Asian Studies

### Hyun Hee Park

BA, Dankook University; BA, Yonsei University; MA, Korean National Univ of Arts;

PHD, University of Chicago

Visiting Assistant Professor of East Asian Studies

## EMERITI

### Yoshiko Yokochi Samuel

BA, Aichi Prefectural Women's Coll; MA, Michigan State University; MA, Indiana

University Bloomington; PHD, Indiana University Bloomington

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

Professor of Asian Languages and Literatures, Emerita

### Xiaomiao Zhu

MA, Wesleyan University

Adjunct 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/43KTtx0kso/>) 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 two core courses, four in a concentration, and one elective.

Other requirements include language courses and a senior capstone project.

In addition, although not required, there is an expectation that students study abroad, which for most students forms a vital part of their learning experience.

Up to one full credit of CLAC courses may be counted toward major credit. All

other courses counting toward the major must be taken for a grade.

**Core courses.** Each CEAS major is expected to take an introductory 'Foundations of East Asian Culture' course (usually taken in the spring semester of the first year) and our interdisciplinary Proseminar (CEAS201) (usually taken in the fall of the sophomore year). 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 as well as the basic methodologies and main areas of scholarship within East Asian studies. Details on the courses that count for the core courses are available at [wesleyan.edu/ceas/majoring/core.html](http://wesleyan.edu/ceas/majoring/core.html) (<https://wesleyan.edu/ceas/majoring/core.html>).

**Concentrations.** Each CEAS major must choose one of the four 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](http://wesleyan.edu/ceas/majoring/concentrations.html) (<https://wesleyan.edu/ceas/majoring/concentrations.html>).

- Archaeology and History
- Language and Culture
- 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

Experience living in East Asia and use of language in its appropriate cultural context is viewed as a vital component of East Asian studies. Accordingly, although not required, CEAS majors are expected to study abroad to develop their language competency and acquire a more concrete grasp of a specific East Asian cultural context. This expectation may be fulfilled through a semester or one year in an approved program.

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

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

## LANGUAGE REQUIREMENT

CEAS majors are expected to reach a minimum of advanced-level (completed 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. Wei Gong. 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](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 completed second year in Chinese, Japanese, or Korean. Starting with the class of 2020, only courses taken for a grade may be counted towards the minor.

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 language classes and can simply take any five CEAS classes. All students, including native speakers, must contact a language instructor and pass a placement exam in order to certify intermediate competence. Please contact the appropriate language coordinator (Chinese--Zhu, Japanese--Maruta, Korean--Back) immediately, or no later than one year prior to graduation (i.e. Spring of Junior year), if you intend to exercise this option to allow for sufficient time to take additional language if necessary.

To graduate with a minor in CEAS, seniors must complete their minor certification form in their portfolio.

# COLLEGE OF EDUCATION STUDIES

The Education Studies Major is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

Education Studies is a linked major. It can only be declared and completed in addition to a primary major. There are no restrictions on the choice of a primary major. Students are encouraged to declare the Education Studies linked Major in spring of the sophomore year. Late declarations of the Major will be accepted through spring of the junior year.

## ADVISING EXPERTS

## EDUCATION STUDIES MAJOR

### MAJOR DESCRIPTION

The Education Studies Major is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

Co-Chairs of Education Studies

**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 MAJOR

Students intending to major in Education Studies should simultaneously submit a Major request. Students who declare at the canonical time (spring of sophomore year) should simultaneously submit a POI for admission to the Sophomore Gateway course, which will be taught in the second half of spring term (4th quarter) every year. The POI request will include a brief application in which students will articulate their reason for wanting to join the Education Studies Major; their prior experience; their primary major; their goals in Education Studies and beyond; and affirmation that they understand the Major requirements.

Education Studies is a linked major. It can only be declared and completed in addition to a primary major. There are no restrictions on the choice of a primary major. Students are encouraged to declare the Education Studies linked Major in spring of the sophomore year. Late declarations of the Major will be accepted through spring of the junior year.

## MAJOR REQUIREMENTS

Students must take a minimum of 10 credits plus a practicum experience equivalent to at least .5 credit. Students may choose to focus within an area or spread their interests widely. There are no pre-designated tracks or concentrations. Some courses can count toward different requirements, but students need to choose which requirement is being fulfilled by which course: an individual student cannot use the same course to fulfill multiple requirements toward the Major. However, students can use the same course to fulfill requirements in two majors (for example, a cross-listed course in ITAL and EDST could count for both the EDST and ITST majors), if that is acceptable to the other department.

The courses may be completed in any order consistent with their prerequisites.

Listing of all approved courses that fulfill requirements for the Education Studies Major (<https://docs.google.com/document/d/1M7bF--sYGVlxCZJJdd2fLpS0VrSOGzA51Mzay26pAG8/edit?usp=sharing>)

Students can always petition to substitute a different course to meet any Education Studies requirements by completing this petition form (<https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQyOWR3D0ZrbqMi0a91AqeglpGtX3ytUNDVQQ0FUU0NNWEEExRzVPS1ly>). The petition form asks students to justify the substitution and, for non Wesleyan courses, to upload a syllabus or other supporting information. Students will be notified if their petition requests are approved. Once approved, they can request the override in their Minor or Major Certification page in WesPortal.

## COHORT COURSES

Students must take two courses, one just after declaring the Major and one in the fall of senior year, that will (1) function to build a cohort in the College of Education Studies, (2) help students make sense of the interdisciplinary contributions to Education Studies, and (3) help students understand the faculty, research, and resources in Education Studies at Wesleyan.

Code	Title	Hours
EDST101	Introduction to Education Studies *	.5
EDST301	Senior Seminar in Education Studies #	1

- \* Gateway course - normally taken in sophomore spring; can be taken junior spring for students who enter the Education Studies Major late.
- # Taken in the fall of senior year.

FOUNDATIONS COURSE

Students must take one foundational course in Education Studies that broadly covers the field.

Code	Title	Hours
Foundations Course		
EDST230	Schools in Society	1
PSYC253	Educational Psychology	1
SOC244	Feminist and Queer Theories of Social Reproduction	1

BREADTH COURSES

Students must take one course in each of three core areas of Education Studies. There are multiple options across the curriculum for each category.

Code	Title	Hours
Breadth Courses		
Category 1: Cognition, Development, & Science of Learning		1
Category 2: Social and Structural Analyses of Education		1
Category 3: Research Methods & Data Analysis		1

ELECTIVE COURSES

Students round out their Education Studies coursework with electives, in any combination of courses in the Foundation or Breadth categories.

Code	Title	Hours
Elective: Other courses in Foundations, Cat 1, Cat 2, Cat 3		3

BROADER CONTEXTS COURSE

Students take one course that addresses broad theoretical influences on how systems of knowledge or schooling are understood, constructed, transmitted, and changed. This course should sharpen students’ ideas about what is taught, why it is taught, and how it is taught in the current U.S. or other contexts.

Students must take 1 credit in the Broader Context category. There are many courses that will satisfy this requirement.

PRACTICUM COURSES OR EXPERIENCES

Students must complete two aspects of a practicum experience: pedagogy and practice.

- Students must take a minimum .5 credit course focused on pedagogy; there are several .5 and 1 credit courses with this focus offered at Wesleyan.
- Students must also complete a teaching practicum/in-school experience with a minimum of 20 hours of student contact. The practicum experience does not need to be credit-bearing, as long as the 20 hour requirement is met. Students can meet both the pedagogy and practicum portions of the requirement separately, or they can meet them with a single 1-credit course (i.e., a service learning course that provides 20 hours of student contact and covers elements of pedagogy). Apart from service-learning courses, many options exist to fulfill the practicum requirement through JCCP programs,

summer programs, teaching apprenticeships, and internships while studying abroad.

- If the experience is something other than one of the approved practicum courses, the experience must be fully documented with 20 hours of student contact. Contact Practicum Coordinator Amy Grillo (agrillo@wesleyan.edu) for more information about fulfilling this category.

.5 credit or equiv.	Practicum / In-school experience (20 hour minimum of student contact)
.5 credit	Pedagogy

STUDENT LEARNING GOALS

1. Understanding the foundations of Education Studies including history, theory, and philosophy of key movements and approaches (e.g., formal and informal education; experiential education; privatization movements; canon; relationship between schools and education)
2. Understanding of, and ability to apply, critiques of educational systems, policies, and practices from the lens of equity, opportunity, power, and transformative justice (e.g., civil rights; global education; gender; race; class; and disability )
3. Understanding the science and psychology of learning as a framework for examining education
4. Understanding of the relationship between culture and education, and between different cultures and their education systems (e.g., multiculturalism and multilingualism; globalization; goals of education within a culture or country; comparative studies of education systems, immigrants’ experiences in unfamiliar systems)
5. Understanding education as an art as well as a science or system (developing a practical art of teaching, imagining critical generative interventions and experimental approaches to education including embodied arts practices or relationship making)
6. Practice applying one or more methodological approaches to research questions in education (e.g., quantitative and experimental methods; qualitative data collection; archival research; data science and ‘big data’ approaches; historiography; pedagogical research)
7. Practice working in and connecting theory to real-world educational settings (e.g., educational practice, advocacy, critique).

STUDY ABROAD

Many study abroad programs are appropriate for Education Studies majors and offer courses that could be used in the service of the major.

The Education Studies homepage maintains a list of study abroad programs (<https://www.wesleyan.edu/education/for-minors/Study%20Abroad.html>) that are relevant to Education Studies and that offer courses students could use to fulfill major requirements. Students are encouraged to study abroad if that makes sense for their educational goals, but are not required to do so. Education Studies faculty are supportive of study abroad experience for many reasons, particularly the broad cultural perspective that it affords.



## PRIZES

Four Education Studies fellowships will be awarded to students each year for faculty-supervised research.

## TRANSFER CREDIT

Foundation, Gateway, and Senior Seminar courses have to be taken at Wesleyan. All other course requirements can be fulfilled with transfer credits. Courses that fit logically into one of the Category 1, 2, or 3 courses will count toward those requirements. Courses that do not fit logically into Category 1, 2, or 3 but cover content relevant to Education Studies will count toward electives. There are no restrictions on how many transfer credits can count toward the major.

The College of Education Studies is pleased to sponsor credit transfer requests for students who have taken Education Studies courses elsewhere. Students who wish to transfer credit in Education Studies courses at other institutions should email the chairs with their request, a completed transfer credit form from the registrar, and a syllabus of the course.

## HONORS

Following Wesleyan's guidelines for Departmental Honors, students in Education Studies must meet two requirements to be eligible for Departmental Honors in Education Studies.

1. Either a minimum GPA of 85.0 in Education Studies OR endorsement of two Core faculty in Education Studies; and
2. Completion of a Thesis that is determined by the thesis advisor and the second reader to meet the standards for honors or high honors.

## CAPSTONE EXPERIENCE

Students have many opportunities for capstone experiences within the Major: (1) senior Honors Theses; (2) individual and group tutorials supervised by Education Studies faculty; (3) annual fellowships to conduct mentored research in Education Studies; (4) a capstone Senior Seminar to weave together the threads of the interdisciplinary program of study; and (5) internships, fellowships, and practica to try out academic theories in real world settings.

# EDUCATION STUDIES MINOR

## INTRODUCTION

The Education Studies Minor is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for

analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

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*Associate Professor of Psychology*

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*Associate Professor of Psychology*

## ADMISSION TO THE MINOR

Students intending to minor in Education Studies should submit a minor request through their WesPortal. It is best to do this as early as possible so that you can receive e-mails and updates about the minor that will help you with academic planning. Students who declare at the canonical time (spring of sophomore year) should simultaneously submit a POI for admission to the Sophomore Gateway course, which will be taught in the second half of spring term (4th quarter) every year. The POI request will include a brief application in which students will articulate their reason for wanting to join the Education Studies Minor; their prior experience; their primary major; their goals in Education Studies and beyond; and affirmation that they understand the Minor requirements.

## MINOR REQUIREMENTS

The Education Studies Minor is awarded to students who complete 5.5 courses from an approved curriculum. The courses must include at least one course in each of the following categories:

1. Sophomore Gateway (.5 credit)
2. Foundations of Education: schools in society/ed psych/social reproductions (1 credit)
3. Category 1: Cognition, Development, & Science of Learning (1 credit)
4. Category 2: Social and Structural Analyses of Education (1 credit)
5. Category 3: Research Methods & Data Analysis (1 credit)
6. Practicum (.5 credit or equivalent)
7. Pedagogy (.5 credit)

The courses may be completed in any order consistent with their prerequisites.

The Practicum 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 with 20 hours of student contact. Contact Practicum Coordinator Amy Grillo ([agrillo@wesleyan.edu](mailto:agrillo@wesleyan.edu)) to discuss how to document fulfilling this category.

Listing of all approved courses that fulfill requirements for the Education Studies Minor (<https://docs.google.com/document/d/1M7bF--sYGVlxCZJdd2fLpS0VrSOGzA51Mzay26pAG8/edit?usp=sharing>)

Students can always petition to substitute a different course to meet any Education Studies requirements by completing this petition form (<https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXfT80mREqYOWR3D0ZrbqMi0a91AqeglpGtX3ytUNDVQQ0FUU0NNWEEExRzVPS1Y>)



The petition form asks students to justify the substitution and to upload a syllabus or other supporting information. Students will be notified if their petition requests are approved. Once approved, students can request the override in their Minor or Major Certification page in WesPortal.

Code	Title	Hours
<b>Category 1: Cognition, Development, &amp; Science of Learning (1+ credits)</b>		<b>Minimum of 1</b>
PSYC206	Research Methods in Cognitive Development and Education *	
PSYC220	Cognitive Psychology *	
PSYC230	Developmental Psychology *	
PSYC245	Psychological Measurement	
PSYC248	Adolescence and Emerging Adulthood *	
PSYC320	Cognition, Learning, and Instruction in the Classroom	
PSYC341	Psychology of Human Memory	
PSYC355	Psychology of Reading	
PSYC388	Advanced Research in Measurement *	

\* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Code	Title	Hours
<b>Category 2: Social and Structural Analyses of Education (1+ credits)</b>		<b>Minimum of 1</b>
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	
CSPL341E	Topics in Education: Introduction to Educational Law, Policy, and Educational Reform	
CSPL341G	Case Studies in Educational Innovation and Entrepreneurship	
DANC341	Dance Teaching Workshop: The Embodied Practice of Knowing	
ECON213	Economics of Wealth and Poverty *	
EDST230	Schools in Society	
PSYC253	Educational Psychology	
RL&L223	Second Language Acquisition and Teaching	
RL&L223L	Second Language Pedagogy - Teaching Romance Languages	

\* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Code	Title	Hours
<b>Category 3: Research Methods &amp; Data Analysis (1 credit)</b>		<b>1</b>
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.

Code	Title	Hours
<b>Category 4: Broader contexts (1 credit)</b>		<b>1</b>
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.		
AFAM280	Religion and the Social Construction of Race	
AMST241	Childhood in America	
AFAM282 & RELI280	Mixed in America: Race, Religion, and Memoir and Mixed in America: Race, Religion, and Memoir	
AMST119	Reading Difference	
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST176	Race, Indigeneity, and Citizenship: Introduction to American Studies	
AMST274 & ECON213	Economics of Wealth and Poverty and Economics of Wealth and Poverty	
AMST275	Introduction to African American Literature	
ANTH101	Introduction to Cultural Anthropology	
COMP112	Introduction to Programming	
CSPL220	Participatory Design: From Helping to Solidarity	
ECON366	The Economics of Developing Countries	
FGSS237	Histories of Modern U.S. Gender and Sexuality	
FGSS256	Social Movements	
GOVT159	The Moral Basis of Politics	
GOVT271	Political Economy of Developing Countries	
GOVT345	Citizenship and Immigration	
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
LAST200	Colonialism and Its Consequences in the Americas
LAST271	Political Economy of Developing Countries
LAST302	Latin American Politics
MDST225	European Intellectual History to the Renaissance
NS&B227 & PSYC227	Motivation and Reward and Motivation and Reward
PHIL205	Classical Chinese Philosophy
PHIL292	Theory of Knowledge
SOC246	Social Movements
SPAN275	Multilingual Aesthetics in Latin America
SISP202	Philosophy of Science

-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.

Code	Title	Hours
<b>Practicum Courses or Experiences</b>		<b>40 hours</b>

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
EDST310	Practicum in Education Studies
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
QAC301	Statistics Education Practicum
ENGL491 & ENGL492	Teaching Apprentice Tutorial 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 Education Studies Minor 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).

# COLLEGE OF FILM AND THE MOVING IMAGE

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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

### **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 at Madison; PHD, University of Wisconsin at Madison  
Associate Professor of Film Studies; Associate Professor, East Asian 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; Director, College of Film and the Moving Image; Chair, Film Studies; Curator of the Wesleyan Cinema Archives

### **Anuja Jain**

BA, University of Delhi; MA, University of Delhi; PHD, New York University  
Assistant Professor of Film Studies

### **Marc Robert Longenecker**

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

### **Randall M. MacLowry**

BA, Wesleyan University  
Assistant Professor of the Practice in Film Studies and Co-Director of the Wesleyan Documentary Project

### **Richard Parkin**

BA, University of California, Berkeley; MFA, University of California, Los Angeles  
Assistant Professor of the Practice in Film Studies

### **Mirko Rucnov**

BA, University Nevada Las Vegas; MFA, Columbia University  
Assistant Professor of the Practice in Film Studies

### **Sadia Quraeshi Shepard**

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

### **Michael James Slowik**

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

### **Tracy Heather Strain**

AB, Wellesley College; EDM, Harvard University  
Professor of the Practice in Film Studies and Co-Director of the Wesleyan Documentary Project

## VISITING FACULTY

### **Joe Cacaci**

BA, Manhattan College; MA, Emerson College  
Visiting Associate Professor of Film Studies

### **Tom Lock**

BA, Columbia University; MBA, New York University; MFA, Columbia University  
Visiting Assistant Professor of Film Studies

### **Anthony O. Scott**

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

### **Susan Youssef**

MFA, University of Texas Austin  
Visiting Assistant Professor of Film

## EMERITI

### **Jeanine D. Basinger**

BS, South Dakota St University; MS, South Dakota St University  
Corwin-Fuller Professor of Film Studies, Emerita

### **Leo A. Lensing**

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

## DEPARTMENTAL ADVISING EXPERTS

Jeanine Basinger, Stephen Collins, Lisa Dombrowski, Leo Lensing, Scott Higgins, Michael Slowik

## FILM STUDIES MAJOR

## MAJOR DESCRIPTION

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.

## 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 end of 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. Applications will be evaluated 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 seven 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.
- The Film Major **does not require a senior thesis.**

## ADDITIONAL OPTIONS

Please see our departmental website for further information regarding the specifics of our major ([wesleyan.edu/ \(https://wesleyan.edu/filmstudies/cfilm](https://wesleyan.edu/filmstudies/cfilm) ([catalog.wesleyan.edu/departments/film/ugrd-film/wesleyan.edu/cfilm/](https://catalog.wesleyan.edu/departments/film/ugrd-film/wesleyan.edu/cfilm/))).

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 from study abroad. 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 Workshop.

## PREREQUISITE CLASSES

Code	Title	Hours
FILM304	History of Global Cinema	1
FILM307	The Language of Hollywood: Styles, Storytelling, and Technology	1

## REQUIRED COURSES AFTER ENTRY INTO THE MAJOR

Code	Title	Hours
FILM450	Sight and Sound Workshop (in junior year)	1

## REQUIRED FILM STUDIES ELECTIVES

Code	Title	Hours
Select a minimum of seven of the following:		7
FILM250	Computational Media: Videogame Development	
FILM301	The History of Spanish Cinema	
FILM305	Sophomore Colloquium for Declaring Majors	
FILM308	The 'Hollywood' Musical	
FILM309	Immersion Seminar: Film Noir	
FILM314	Directorial Style: Classic American Film Comedy	
FILM315	Myth and Ideology in Cinema: Hollywood Sex, Race, Class, and Culture	
FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	
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	
FILM326	At Home in the World: Transnational Women's Cinema	
FILM329	Introduction to Indian Cinema: 'Bollywood' and Beyond	
FILM330	The Art and Business of Contemporary Film	
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	
FILM333	Introduction to Russian and Soviet Cinema	
FILM336	Silent Storytelling	
FILM341	The Cinema of Horror	
FILM342	Cinema of Adventure and Action	
FILM346	Contemporary East Asian Cinema	
FILM347	Melodrama and the Woman's Picture	
FILM348	Postwar American Independent Cinema	
FILM349	Television: The Domestic Medium	
FILM350	Contemporary International Art Cinema	
FILM352	From Caligari to Hitler: Weimar Cinema in Context	
FILM355	Newest German (and Austrian) Cinema	
FILM358	Italian Cinema: 1945-1965	
FILM360	Philosophy and the Movies: The Past on Film	
FILM362	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	
FILM366	Elia Kazan's Films and Archives	
FILM368	Using the Moving Image Archive	
FILM370	The Art of Film Criticism	
FILM372	Hong Kong Cinema	
FILM381	Martin Scorsese	
FILM384	Documentary Storytelling	
FILM385	Documentary History	
FILM387	Seminar on Television Series and Aesthetics	
FILM388	Advanced Global Film Auteurs	

FILM389	Film Genres: The Western
FILM390	History of Film Sound
FILM391	Sex and Violence: American Film-making Under Censorship
FILM392	Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini
FILM409	Senior Thesis Tutorial
FILM430	Documentary Production
FILM453	The Art and Craft of Film Adaptation
FILM454	Screenwriting
FILM455	Writing for Television
FILM456	Advanced Filmmaking
FILM458	Screenwriting: The Short Film
FILM459	Writing for Television II
FILM460	Scripting Series for the Small Screen

## OPTIONAL FILM/TELEVISION WRITING COURSES - DOES NOT COUNT TOWARD ELECTIVE CREDIT

Code	Title	Hours
FILM410	Senior Thesis Tutorial	
FILM457	Advanced Filmmaking	

**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

### 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 studio-era cinema as the foundation 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 global 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 the moving image.

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.

## HONORS

Film Studies majors are not required to complete Gen Ed requirements to be Honors Candidates in Film.

Film Studies majors are not required to complete senior thesis projects to fulfill their major program of study. However, large percentages of majors do opt for a senior thesis, which can take the form of a written history thesis, a screenplay, a 16mm film, a digital video, a virtual filmmaking project, a film criticism project, or an archival project. Senior theses provide majors with the opportunity to advance what they have learned in their previous coursework through an extended individual project. Film Studies maintains a rigorous approach to evaluating theses, but also provides close, one-on-one advising. Prizes exist for all forms of senior thesis work. A senior thesis is a privilege that we try to extend to all majors.

Those students wishing to make a senior thesis film, video, or virtual project must complete their introductory production course (Sight and Sound or Introduction to Digital) during their junior year.

## CAPSTONE EXPERIENCE

The College of Film and the Moving Image provides an array of Capstone Experiences, including:

- Advanced senior filmed thesis
- Advanced senior digital thesis
- Advanced senior screenplay thesis
- Advanced television writing thesis
- Advanced film criticism project
- Senior paper
- Archival project
- Senior film board participation
- Senior presentation week participation
- Post-graduate transition program

- Optional Capstone outside major
- No Capstone

# FILM STUDIES MINOR

## ADMISSION TO THE MINOR

In accordance with the University guidelines, students minoring in film studies must complete six courses for a grade (courses taken as Credit/Unsatisfactory will not count) 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 the minor administrator). 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.)

Code	Title	Hours
FILM288	Global Film Auteurs	1
FILM301	The History of Spanish Cinema	1
FILM304	History of Global Cinema	1
FILM305	Sophomore Colloquium for Declaring Majors	1
FILM307	The Language of Hollywood: Styles, Storytelling, and Technology	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
FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1
FILM320	The New German Cinema	1
FILM322	Alfred Hitchcock	1

FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	1
FILM326	At Home in the World: Transnational Women's Cinema	1
FILM328	Moving Images Beyond the West: An introduction to Global Media	1
FILM329	Introduction to Indian Cinema: 'Bollywood' and Beyond	1
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	1
FILM336	Silent Storytelling	1
FILM346	Contemporary East Asian Cinema	1
FILM347	Melodrama and the Woman's Picture	1
FILM348	Postwar American Independent Cinema	1
FILM349	Television: The Domestic Medium	1
FILM350	Contemporary International Art Cinema	1
FILM352	From Caligari to Hitler: Weimar Cinema in Context	1
FILM355	Newest German (and Austrian) Cinema	1
FILM357	Fassbinder & Sirk: Limitations of Life	1
FILM358	Italian Cinema: 1945-1965	1
FILM360	Philosophy and the Movies: The Past on Film	1
FILM362	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
FILM368	Using the Moving Image Archive	1
FILM370	The Art of Film Criticism	1
FILM381	Martin Scorsese	1
FILM384	Documentary Storytelling	1
FILM385	Documentary History	1
FILM386	The Long and the Short: Fritz Lang in Berlin and Hollywood	1
FILM387	Seminar on Television Series and Aesthetics	1
FILM388	Advanced Global Film Auteurs	1
FILM389	Film Genres: The Western	1
FILM391	Sex and Violence: American Film-making Under Censorship	1
FILM392	Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini	1
FILM418	Documentary Filmmaking for Majors and Minors	1
FILM430	Documentary Production	1
FILM451	Introduction to Digital Filmmaking	1
FILM452	Writing About Film	1
FILM454	Writing the Short Film - For Non-Majors	1
FILM455	Writing for Television	1
FILM458	Screenwriting: The Short Film	1
FILM459	Writing for Television II	1
AFAM274	Reel Black: African American Life in Film	1
AMST315	Entertaining Social Change	1
ANTH244	Television: The Domestic Medium	1
ANTH285	Film and Anthropology	1
ANTH361	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
CEAS232	Introduction to Chinese Film	1
CEAS234	Modern Korea in Film and Fiction	1

CEAS248	South Korean Cinema: Re/imagining Modern History on Screen	1
CEAS266	Modern Korean Women's Literature and Film	1
CJST234	Israel in Therapy: Society Under the Influence of TV Series	1
CJST248	Designing Reality in Israeli Documentary Film	1
COL249	Narrative and Ideology	1
GOVT298	Terrorism and Film	1
GOVT387	Foreign Policy at the Movies	1
REES233	Introduction to Russian and Soviet Cinema	1
RL&L233	Modern Italy on the Silver Screen: 1960--2015	1
RL&L301	The History of Spanish Cinema	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

### Daniel Moller

MS, Louisiana Technical University; PHD, Louisiana Technical University  
Assistant Professor of the Practice in Integrative Sciences

### Robyn E. Ridley

BS, Columbia University; MS, University of California, San Diego; PHD, University of California, San Diego  
Assistant Professor of the Practice in Integrative Sciences

### Kelly M. Thayer

BA, Regis College; PHD, Wesleyan University  
Assistant Professor of the Practice in Integrative Sciences

### Ellen Thomas

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht  
Harold T. Stearns Professor of Integrative Sciences; Smith Curator of Paleontology of the Joe Webb Peoples Museum of Natural History; University Professor in the College of Integrative Sciences; Research Professor, Earth and Environmental Sciences

## AFFILIATED FACULTY

### Gloster B. Aaron

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

### Michael A. Calter

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

### Christopher James Chenier

BA, Bard College; MA, University of Delaware  
Digital Design Technologist; Adjunct Assistant Professor, Integrative Sciences; Adjunct Assistant Professor of Art

### Frederick M. Cohan

BS, Stanford University; PHD, Harvard University  
Huffington Foundation Professor in the College of the Environment; Professor of Biology; Chair, Environmental Studies Program; Professor, Environmental Studies; Professor, Integrative Sciences

### Karen L. Collins

BA, Smith College; PHD, Massachusetts Institute of Technology  
Edward Burr Van Vleck Professor of Mathematics; Professor of Mathematics; Chair, Mathematics and Computer Science; Professor, Integrative Sciences

### Joseph David Coolon

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

### Candice M Etson

BA, New York University; BFA, New York University; PHD, Harvard University  
Assistant Professor of Physics; Assistant Professor, Chemistry; Assistant Professor, Integrative Sciences; Assistant Professor, Molecular Biology and Biochemistry

### 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

### Cameron Donnay Hill

BA, Yale University; PHD, University of California, Berkeley  
Associate Professor of Mathematics; Associate 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

### Mark A. Hovey

BS, Ohio State University; PHD, Massachusetts Institute of Technology  
Associate Provost; Professor of Mathematics; Professor, Integrative Sciences

### Meredith Hughes

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

### Ruth Ineke Johnson

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

### Barbara Jean Juhasz

BA, Binghamton University; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Jeffrey L. Shames Professor of Civic Engagement; Professor of Psychology; Chair, Neuroscience and Behavior; Professor, Education Studies; Professor, Neuroscience and Behavior; Professor, Integrative Sciences; Coordinator, Civic Engagement

### Roy E. Kilgard

BA, Valdosta St University; PHD, University of Leicester  
Associate Professor of the Practice in Astronomy; Associate Professor of the Practice, Integrative Sciences

**Tsmpikos Kottos**

BA, University of Crete; MS, University of Crete; PHD, University of Crete  
 Lauren B. Dachs Professor of Science and Society; Professor of Physics; Professor,  
 Integrative Sciences; Professor, Mathematics

**Daniel Krizanc**

BS, University of Toronto; PHD, Harvard University  
 Edward Burr Van Vleck Professor of Computer Science; Professor of Computer  
 Science; Professor, Integrative Sciences; Professor, Environmental Studies; Co-  
 Coordinator, Informatics and Modeling

**Timothy C.W. Ku**

BS, University of Rochester; MS, University of Michigan; PHD, University of  
 Michigan  
 Associate Professor of Earth and Environmental Sciences; Chair, Earth and  
 Environmental Sciences; Associate Professor, Integrative Sciences

**Robert P. Lane**

BA, Colgate University; PHD, California Institute Tech  
 Associate Professor of Molecular Biology and Biochemistry; Chair, Molecular  
 Biology and Biochemistry; Associate Professor, Integrative Sciences

**James Lipton**

BS, U Nebraska Lincoln; MSC, Cornell University; PHD, Cornell University  
 Professor of Computer Science; Professor, Integrative Sciences

**Amy MacQueen**

BA, Columbia University; PHD, Stanford University  
 Associate Professor of Molecular Biology and Biochemistry; Associate Professor,  
 Integrative Sciences

**Alexis May**

BA, Wesleyan University; MA, University British Columbia; PHD, University British  
 Columbia  
 Assistant Professor of Psychology; Assistant Professor, Integrative Sciences

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 Assistant Professor, Integrative Sciences; Assistant Professor, Feminist, Gender,  
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**Edward C. Moran**

BS, Pennsylvania State University; MA, Columbia University; MPHIL, Columbia  
 University; PHD, Columbia University  
 Professor of Astronomy; Chair, Astronomy Department; Director, Graduate  
 Studies; Director, Van Vleck Observatory; Professor, Integrative Sciences; Co-  
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**Ishita Mukerji**

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 Sciences; Professor, Environmental Studies; Co-Coordinator, Molecular  
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Dean of the Natural Sciences and Mathematics; Alan M. Dachs Professor of  
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 PHD, Harvard University  
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 Daniel Ayres Professor of Biology; Professor of Molecular Biology and  
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**Rich Olson**

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 Integrative Sciences

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 Boulder; PHD, University of Colorado Boulder  
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**Meng-ju Renee Sher**

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 Professor of Physics; Professor, Integrative Sciences; Professor, Molecular  
 Biology and Biochemistry; Director, Integrated Design, Engineering and Applied  
 Science

**Brian A. Stewart**

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**Erika A. Taylor**

BS, University of Michigan; PHD, University of Illinois Urbana  
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**Greg A. Voth**

BS, Wheaton College; MS, Cornell University; PHD, Cornell University  
Professor of Physics; Professor, Integrative Sciences

**Michael P. Weir**

BS, University of Sussex; PHD, University of Pennsylvania  
Professor of Biology; Professor, Integrative Sciences; Co-Coordinator, Informatics and Modeling

**T. David Westmoreland**

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

## VISITING FACULTY

**Christopher S. Weaver**

BS, Hobart and William Smith Colleges; CAS, Wesleyan University; MALS, Wesleyan University; SM, Massachusetts Institute of Technology  
Distinguished Professor of Computational Media in the College 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. If you miss the deadline, contact the director of the CIS to submit your application.

Students are eligible for the CIS linked major if they have chosen a Natural Sciences and Mathematics (NSM) major and are enrolled in at least one semester

of the Research Frontiers Seminar (CIS221 or CIS222). Students should have an interest in interdisciplinary scientific 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 as early as their first year or possibly during their 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, students learn about and discuss inherently integrative scientific topics, such as the Drake Equation. The capstone course also focuses on developing writing and presentation skills that will be useful going forward. Senior CIS majors present their research to their peers, junior CIS majors, and potential CIS majors.
- **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

### Charles Barber

BA, Harvard University; MFA, Columbia University  
Associate Professor of the Practice in Letters

### Joseph J. Fitzpatrick

BA, Harvard University; PHD, Duke University  
Assistant Professor of the Practice in Letters; Assistant Professor of the Practice, Russian, East European, and Eurasian Studies

### Tushar Irani

BA, Colgate University; PHD, Northwestern University  
Associate Professor of Letters; Associate Professor of Philosophy

### Ethan Kleinberg

BA, University of California, Berkeley; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Class of 1958 Distinguished Professor; Professor of History; Professor of Letters; Editor-in-Chief, 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 French; Associate Professor of Letters; Co-Coordinator, African Studies

### Gabrielle Piedad Ponce-Hegenauer

BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University  
Assistant Professor of Letters; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Daniel Smyth

BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago  
Assistant Professor of Letters; Assistant Professor, German Studies; Assistant Professor, Philosophy

### 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 English; Professor of Letters; Editor, Diaspora; Professor, German Studies

### Kari Weil

BA, Cornell University; MA, Princeton University; PHD, Princeton University  
University Professor of Letters; University Professor, College of the Environment; University Professor, Environmental Studies; University Professor, Feminist, Gender, and Sexuality Studies; Co-Coordinator, Animal Studies

## AFFILIATED FACULTY

### Ulrich Plass

MA, University of Michigan; PHD, New York University  
Professor of German Studies; Chair, College of Letters; Professor, Letters

## VISITING FACULTY

### Ryan Fics

BA, University of Manitoba; MA, University of Manitoba; PHD, Emory 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) (<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 (sophomore colloquium 1)
  - The Middle Ages (sophomore colloquium 2)
  - The Early Modern period (junior colloquium 1)
  - The 19th century (senior colloquium 1)
  - The 20th–21st century (senior colloquium 2)
- 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 junior year (or in certain situations, in the summer following the sophomore or junior year), usually in Europe 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 November/December of the junior year, covering the texts read in the first three colloquia.
- One senior thesis or essay, on a topic 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 19<sup>th</sup> 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 the contested history of Europe’s diverse and changing social norms and cultural expressions. 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 detailed 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 junior year, and in order to be accepted for the study abroad 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 the fall semester 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 written evaluation of each 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.

## 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; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian Studies

### Sonali Chakravarti

BA, Swarthmore College; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Associate Professor of Government; Associate Professor, Education Studies; Tutor, College of Social Studies

### Douglas C. Foyle

AB, Stanford University; MA, Duke University; PHD, Duke University  
Associate Professor of Government; Tutor, College of Social Studies

### Giulio Gallarotti

BA, Hunter College; PHD, Columbia University  
Professor of Government; Tutor, College of Social Studies; Professor, Environmental Studies

### Erik Grimmer-Solem

BA, Brigham Young University; DPHIL, Oxford University; MPHIL, Cambridge University; MSC, London School of Economics and Political Science  
Professor of History; Tutor, College of Social Studies; Professor, German Studies

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### Ioana Emy Matesan

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### Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews  
Professor of History; Professor, Medieval Studies; Tutor, College of Social 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; Co-Chair, College of Social Studies; Chair, Government; Professor, Environmental Studies; Tutor, College of Social Studies

### Wendy Rayack

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### Damien Francis Sheehan-Connor

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### Gilbert L. Skillman

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Professor of Economics; Chair, Economics; Tutor, College of Social Studies

### Victoria Smolkin

BA, Sarah Lawrence College; PHD, University of California, Berkeley  
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### 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

### Richard H. Elphick

BA, University of Toronto; MA, University of California, Los Angeles; PHD, Yale University  
Professor of History, Emeritus; Professor of History, Emeritus

### Richard A. Miller

BA, Oberlin College; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Woodhouse/Sysco Professor of Economics, Emeritus; Woodhouse/Sysco Professor of Economics, Emeritus

### Nancy L. Schwartz

BA, Oberlin College; MAA, Wesleyan University; PHD, Yale University  
Professor of Government, Emerita; Professor of Government, Emerita

## 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 College of the Environment at Wesleyan University was created with a belief in the resilience of the human spirit and a desire to develop a long-term vision of human and ecosystem health. There are four parts to the College of the Environment: the environmental studies (ENVS) linked major or a minor, an annual think tank, research opportunities, and community outreach. Our mission, simply stated: to change the world.

The I (p. 95)linked-major program in environmental studies (ENVS) is the secondary major to a primary major (see Undergraduate tab, at top right, for details). 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, the 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, although other options are possible. In addition, students must take one course in any subject that fulfills the writing essential capability.

A minor in environmental studies is also offered (see Undergraduate tab, at top right, for details).

More information about the College of Environment can be found here. (<https://www.wesleyan.edu/coe/>)

## AFFILIATED 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  
Huffington Foundation Professor in the College of the Environment; Professor of Biology; Chair, Environmental Studies Program; Professor, Environmental Studies; Professor, Integrative Sciences

### Marc A. Eisner

BA, University of Wisconsin at Madison; MA, Marquette University; MBA, University of Connecticut; PHD, University of Wisconsin at Madison  
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, Environmental Studies; Associate Professor, Science in Society

### 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; Tutor, College of Social Studies; Professor, Environmental Studies

### Mary Alice Haddad

BA, Amherst College; MA, University of Washington; PHD, University of Washington  
John E. Andrus Professor of Government; Professor of Government; Chair, College of East Asian Studies; Director, Office of Faculty Career Development; Professor, Environmental Studies; Professor, East Asian 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; Chair, Science in Society; Associate Professor, African American Studies; Associate Professor, College of the Environment; Associate Professor, Sociology; Associate Professor, Environmental Studies; Coordinator, Sustainability and Environmental Justice

### Elijah Huge

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

### William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University  
John E. Andrus Professor of History; Professor of History; Professor, Science in Society; Professor, Environmental Studies; Professor, East Asian Studies

### Katja P. Kolcio

MA, University of Georgia Athens; MA, Ohio State University; PHD, Ohio State University  
Associate Professor of Dance; Director, Allbritton Center for the Study of Public Life; Associate Professor, Environmental Studies; Associate Professor, Education Studies; Associate Professor, Russian, East European, and Eurasian Studies

### Daniel Krizanc

BS, University of Toronto; PHD, Harvard University  
Edward Burr Van Vleck Professor of Computer Science; Professor of Computer Science; Professor, Integrative Sciences; Professor, Environmental Studies; Co-Coordinator, Informatics and Modeling

### 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; Co-Chair, College of Social Studies; Chair, Government; Professor, Environmental Studies; Tutor, College of Social Studies

### Ishita Mukerji

AB, Bryn Mawr College; PHD, University of California, Berkeley  
Fisk Professor of Natural Science; Professor of Molecular Biology and Biochemistry; Director, College of Integrative Sciences; Professor, Integrative Sciences; Professor, Environmental Studies; Co-Coordinator, Molecular Biophysics; Coordinator, Health Studies

### Marguerite Nguyen

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

### William R. Pinch

BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia  
Professor of History; Chair, 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 Philosophy; Professor of  
Science in Society; Professor, Environmental Studies

#### **Dana Royer**

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

#### **Michael Singer**

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

#### **Nicole Lynn Stanton**

BA, Antioch College; MFA, Ohio State University  
Provost and Senior Vice President for Academic Affairs; Professor of Dance;  
Professor, Environmental Studies; Professor, African American Studies

#### **Brian A. Stewart**

BS, Stanford University; PHD, Massachusetts Institute of Technology  
Professor of Physics; Professor, Environmental Studies; Professor, Integrative  
Sciences

#### **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; Faculty Director, McNair Program; Associate  
Professor, Environmental Studies; Associate Professor, Integrative Sciences

#### **Tula Telfair**

BFA, Moore College Of Art; MFA, Syracuse University  
Professor of Art; Chair, Art and Art History; Professor, Environmental Studies

#### **Jennifer Tucker**

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins  
University  
Associate Professor of History; 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  
Smith Curator of Mineralogy and Petrology of the Joe Webb Peoples Museum of  
Natural History; Harold T. Stearns Professor of Earth Science; Professor of Earth  
and Environmental Sciences; Professor, Environmental Studies; Professor, Latin  
American Studies

#### **Kari Weil**

BA, Cornell University; MA, Princeton University; PHD, Princeton University

University Professor of Letters; University Professor, College of the Environment;  
University Professor, Environmental Studies; University Professor, Feminist,  
Gender, and Sexuality Studies; Co-Coordinator, Animal Studies

## **VISITING FACULTY**

#### **Earl W. Phillips**

BA, Wesleyan University; JD, The Catholic University of America  
Adjunct Instructor in Environmental Sciences; Visiting Scholar in the College of  
the Environment

#### **Krishna R. Winston**

BA, Smith College; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale  
University  
Marcus L. Taft Professor of German Language and Literature, Emerita; Director,  
Susan B. and William K. Wasch Center for Retired Faculty; Professor, College of  
the Environment, Emerita

## **DEPARTMENTAL ADVISING EXPERTS**

Barry Chernoff, Frederick Cohan, Marc Eisner, Paul Erickson, Mary Alice Haddad,  
Katja Kolcio, Danny Krizanc, Donald Moon, Helen M. Poulos, Dana Royer, Michael  
Singer, Erika Taylor, Tula Telfair, Jennifer Tucker, Johan Varekamp

# **ENVIRONMENTAL STUDIES MAJOR**

## **MAJOR DESCRIPTION**

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 in 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 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, the senior colloquium, and a senior capstone project (thesis, essay, performance, etc.) on an environmental topic. In addition, students must take one course in any subject that fulfills Wesleyan's essential capability in writing.

Environmental studies is also offered as a minor (p. 99).

## ADMISSION TO THE MAJOR

One of the following introductory courses serves as the gateway to the ENVS linked-major program:

- BIOL197/E&ES197/ENVS197
- E&ES199

## MAJOR REQUIREMENTS

The following requirements are necessary to complete the ENVS linked major:

- An introductory course (ENVS197 or E&ES199) or a 4 or 5 on the Environmental Science AP Exam
- Sophomore Seminar ENVS201
- Three core electives, one from each of the three areas below
- Three additional electives, whether or not in the core list
- Two semesters of the senior colloquium: ENVS391 and ENVS392
- A senior capstone project course
- With the exception of BIOL197/E&ES197/ENVS197 or E&ES199, all other courses must be at the 200 level or higher
- Courses that may count toward the six electives are ENVS courses at the 200 level or higher, plus other courses listed here (<https://bit.ly/wes-envs/>). Two courses that are either student forums or research tutorials may be substituted for non-core electives
- One course in any subject that fulfills Wesleyan's essential capability in writing

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

Code	Title	Hours
ENVS307	The Economy of Nature and Nations	1
PHIL212	Introduction to Ethics	1
PHIL215	Humans, Animals, and Nature	1
PHIL270	Environmental Philosophy	1
PHIL287	Philosophy of Science	1

### CORE ELECTIVES AREA 2

Code	Title	Hours
ECON210	Climate Change Economics and Policy	1
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

Code	Title	Hours
BIOL216	Ecology	1
BIOL220	Conservation Biology	1
BIOL226	Invasive Species: Biology, Policy, and Management	1
ENVS260	Global Change and Infectious Disease	1
ENVS340	The Forest Ecosystem	1
ENVS344	Renewable Energy and Negative Emission Technologies	1
ENVS361	Living in a Polluted World	1
E&ES234	Geobiology	1
E&ES250	Environmental Geochemistry	1
E&ES260	Oceans and Climate	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.

### ADDITIONAL INFORMATION ON MAJOR REQUIREMENTS

- 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.
- Up to three credits from study abroad programs may be used for non-core elective courses, 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 capability 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.

## 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
- Undertake a senior capstone encompassing practical and theoretical experiences in environmental issues

## 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 multidisciplinary and because every student is linked to a primary major, ENVS 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 student's 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 member of the ENVS faculty. 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 bookend 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 the ENVS 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 multidisciplinary program with its 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.

## HONORS

### SENIOR THESIS IN ENVIRONMENTAL STUDIES

**Options for pursuing honors.** Environmental Studies majors are required to complete a capstone project in their senior year. A senior thesis is one type of

capstone project that will fulfill the ENVS major requirement. The other type of capstone is a Senior Essay (see Capstone Experience, category 3, below). You are strongly encouraged to pursue a capstone project, especially senior theses, in your primary major. You should consult with faculty in your primary major about qualifications and procedures for undertaking a senior thesis in your primary major.

Circumstances may arise that prevent you from pursuing a senior thesis in your primary major. It may be possible for you to undertake a senior thesis in Environmental Studies. A senior thesis in Environmental Studies will be approved only if (1) the student's primary major department/program is unable to provide a suitable advisor, or (2) the subject is deemed to fall outside the strict purview of that department/program.

You must receive approval *prior* to registering for a senior thesis in Environmental Studies in the fall of your senior year, during drop/add. Two signatures of approval will be required for you to proceed with a senior thesis in Environmental Studies: (i) your thesis tutor and (ii) the Chair of Environmental Studies.

Your thesis prospectus must contain the main questions or thesis of the project, a statement of importance of the project and how you intend to carry out the project. Please also indicate who will serve as mentor for the project. That person must also send an email approving the basis for your project at this early date.

Please send your thesis proposal and ask your thesis mentor to send an email of approval for your project to interim Chair of Environmental Studies and Huffington Foundation Professor in the College of the Environment Fred Cohan at [fcohan@wesleyan.edu](mailto:fcohan@wesleyan.edu). The interim Chair of ENVS will consider your application for approval. You, your tutor, and your ENVS advisor will be informed of the Chair's decision. For any case that is unclear (e.g., suitability of the topic for ENVS), the Chair may consult with the College of the Environment Governing Board.

## HONORS IN ENVIRONMENTAL STUDIES: ELIGIBILITY, CANDIDACY, AND BESTOWAL

**Requirements for eligibility.** To be *eligible* for honors in environmental studies you must (1) be an environmental studies major on track to complete the major requirements in a timely fashion; (2) achieve a grade point average of 90.00 or higher in courses that count towards the environmental studies linked major, calculated at the end of the spring semester of the junior year; and (3) have completed Stage I of the General Education Expectations.

**Process for applying for admission to candidacy.** To become a *candidate* for honors in environmental studies, you must meet the three *eligibility* conditions and also obtain official permission to undertake a senior thesis in environmental studies. The optimal time to try to find a faculty tutor and obtain permission is by the end of the spring semester of your junior year.

Once you have secured a thesis tutor and permission to undertake a senior thesis in environmental studies, you must enroll during the add/drop period of the fall semester of your senior year in ENVS409, 'Senior Thesis Tutorial.' You can't include this tutorial in course planning during pre-registration; you have to add it during the in-semester add/drop period. You add the tutorial electronically, following instructions in the Tutorial Manual on the Tutorial Registration ([http://www.wesleyan.edu/registrar/information/tutorial\\_registration.html](http://www.wesleyan.edu/registrar/information/tutorial_registration.html)) page on the website of the Office of the Registrar. Enrolling in ENVS409 will indicate to the honors coordinator in the Office of the Registrar that you are an honors candidate from the standpoint of the University as well as Environmental Studies. Then, during the add/drop period of the spring semester of your senior year, you must enroll electronically (using the same procedure) in a second tutorial, ENVS410, which is also entitled 'Senior Thesis Tutorial.' Enrolling in

ENVS410 will indicate to the honors coordinator in the Office of the Registrar that, just over halfway into your senior year at Wesleyan, you remain in good standing as an honors candidate from the standpoint of the University as well as the Department.

Finally, to actually *receive* honors in environmental studies, you must (1) complete the environmental studies linked 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 grade-point average of at least 90.00 in courses that count towards the environmental studies linked major through the first semester of your senior year.

Environmental Studies prohibits double honors for the same thesis.

## UNIVERSITY HONORS REGULATIONS

To abide by Wesleyan's university-level honors regulations, which are formulated by a university-wide faculty Honors Committee (<http://www.wesleyan.edu/acad/governance/rosters.html>) and detailed on the Honors webpages ([http://www.wesleyan.edu/registrar/honors/honors\\_program.html](http://www.wesleyan.edu/registrar/honors/honors_program.html)) maintained by the Office of the Registrar, is a requirement for receiving honors in environmental studies. Especially useful are the Jellybean Papers ([http://www.wesleyan.edu/registrar/honors/jelly\\_bean\\_papers/](http://www.wesleyan.edu/registrar/honors/jelly_bean_papers/)) (so-called because they used to come in many colors), which will tell you how to register your thesis project with the coordinator of the university-wide Honors Program ([http://www.wesleyan.edu/registrar/honors/honors\\_program.html](http://www.wesleyan.edu/registrar/honors/honors_program.html)) at the beginning of your senior year. You may apply to the Thorndike Fund ([http://www.wesleyan.edu/registrar/honors/jelly\\_bean\\_papers/thorndike\\_fund.html](http://www.wesleyan.edu/registrar/honors/jelly_bean_papers/thorndike_fund.html)) for help in paying the production costs of creating the bound copy of their thesis/essay you must deposit with Olin Library.

## EVALUATION OF HONORS THESES IN ENVIRONMENTAL STUDIES

Soon after theses are submitted, the honors coordinator will deliver an electronic copy of your thesis to the administrative assistant of the College of the Environment.

Your thesis will be evaluated by three faculty members: your thesis tutor and two readers designated by the department chair in consultation with your tutor. One reader will be close to your field and one will be farther afield. Your tutor and readers will read the thesis, will write a commentary on it, will evaluate it independently as worthy of high honors, honors, or credit (no honors); will recommend a grade for the thesis tutorial; and will send the comments and evaluations to the administrative assistant of the College of the Environment, who submits them to the chair of Environmental Studies.

If the tutor and the readers agree that the thesis deserves honors, or if they agree that the thesis deserves credit (no honors), the chair of Environmental Studies in deliberation with the governing board of the College of the Environment, awards the thesis the grade that the tutor and readers agreed upon.

If the tutor and the readers *disagree* with respect to honors or no honors, the following procedure will be used. If there are two evaluations of honors and one of credit (no honors), the chair of Environmental Studies and the governing board of the College of the Environment will consider you for being honors in Environmental Studies. If there is one evaluation of honors and two of credit (no honors), the chair of Environmental Studies will bring the case to the governing board of the College of the Environment with the recommendation of credit (no honors).

The Environmental Studies Department has stringent regulations governing high honors. High honors will be considered by the chair of Environmental Studies

and the governing board of the College of the Environment if (and only if) the tutor and the readers *agree* that the thesis deserves high honors. High honors in environmental studies requires unanimity among the three thesis-readers that the thesis deserves high honors. In this respect, it is more difficult to achieve high honors in environmental studies than it is to achieve high honors in many other departments or programs at Wesleyan.

When all comments and evaluations have been received by the Department and when your thesis and achievements have been deliberated by the governing board of the College of the Environment, the chair of environmental studies will submit in writing the evaluations (but not the comments or the tutorial grades) to the coordinator of the university-wide honors program. The administrative assistant records the honors recommendation electronically and retains a copy of the comments and the recommended tutorial grades.

## 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 senior colloquium (ENVS391/ENVS392) with seniors and the 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 the four categories discussed below, though students are encouraged strongly to pursue a project in one 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 two-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 in 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 chair of environmental studies 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.
- **Category 4.** In the event that the student cannot satisfy the conditions for the above categories, the student may register for and complete a senior honors thesis in environmental studies (ENVS409/ENVS410). 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 chair of environmental studies to find a suitable mentor



or to serve as mentor. The due date for the senior honors thesis is set by the Office of the Registrar, usually in mid-April.

**Senior colloquium.** The ENVS Senior Colloquium provides students and professors 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 member 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 colloquium luncheons to enrich their early experience and encourage them to begin thinking about their future projects; their attendance is encouraged only and they do not enroll in the colloquium until their senior year.

- The courses must come from two divisions
- One course must be at the 300 level or higher
- Courses that may count toward the six electives are ENVS courses at the 200 level or higher, plus other courses listed here (<https://bit.ly/wes-envs/>).

## ADDITIONAL INFORMATION

### CONTACT

Barry Chernoff, Director  
284 High Street, x2452  
[bchernoff@wesleyan.edu](mailto:bchernoff@wesleyan.edu)

**Laurie Kenney**, Administrative Assistant  
284 High Street, x3733  
[lkenney01@wesleyan.edu](mailto:lkenney01@wesleyan.edu)

# ENVIRONMENTAL STUDIES MINOR

## MINOR DESCRIPTION

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.

Environmental studies is also offered as a linked major (p. 95).

## ADMISSION TO THE MINOR

No admission requirements.

## MINOR REQUIREMENTS

The minor is granted for a minimum of seven credits:

- Either a 4 or 5 on the Environmental Science AP Exam or one of the following introductory courses: BIOL197, E&ES197, ENVS197, OR E&ES199.
- **Plus six elective courses related to the environment as follows:**
  - Three must come from one department
  - The courses must come from three departments or programs

# DANCE

Dance deepens one's knowledge and expression of human experience. We believe in the creative and intellectual potential of each person. Dance can change the world.

The Dance Department at Wesleyan is a contemporary program with a global perspective. The curriculum centers on the creative act – imagining, making and doing. Our program is interdisciplinary, embodied, collaborative, physically and intellectually rigorous, and fosters personal and social transformation.

## 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; Director, Allbritton Center for the Study of Public Life; Associate Professor, Environmental Studies; Associate Professor, Education Studies; Associate Professor, Russian, East European, and Eurasian Studies

### Hari Krishnan

BA, University of Manitoba; MFA, York University; PHD, Texas Women's University  
Professor of Dance; Chair, Dance; Professor, Feminist, Gender, and Sexuality Studies

### Marcela Oteiza

BFA, University of Chile; MFA, California Institute of Arts  
Associate Professor of Theater; Associate Professor, Theater; Associate Professor, College of the Environment

### Iddrisu Saaka

DIPL, University of Ghana; MFA, University of California, Los Angeles  
Assistant Professor of Dance

### Nicole Lynn Stanton

BA, Antioch College; MFA, Ohio State University  
Provost and Senior Vice President for Academic Affairs; Professor of Dance; Professor, Environmental Studies; Professor, African American Studies

## VISITING FACULTY

### Milka Djordjević

MFA, Sarah Lawrence College  
Visiting Assistant Professor of Dance

### Douglas Elkins

Visiting Associate Professor of Dance

### Maho Amy Ishiguro

Visiting Assistant Professor of Dance

### Chelsie McPhelimy

BA, University of Wisconsin at Madison; MFA, Ohio State University  
Technical Director, Dance Department; Adjunct Assistant Professor of Dance

### Eiko Otake

BA, SUNY Empire St College  
Visiting Artist-in-Residence, Dance

### Shamel Pitts

Visiting Instructor in Dance

### Joya Powell

BA, Columbia University; MA, New York University  
Visiting Assistant Professor, African American Studies; Visiting Assistant Professor of Dance

## EMERITI

### Susan F. Lourie

BA, Temple University; MALS, Wesleyan University  
Adjunct Professor of Dance, Emerita

### Urip Sri Maeny

DIPL, Indonesian Conservatory of Music  
Retired Artist-in-Residence, Dance

## DEPARTMENTAL ADVISING EXPERTS

Pedro Alejandro; Katja Kolcio; Hari Krishnan; Joya Powell and Nicole Stanton

## DANCE MAJOR

## MAJOR DESCRIPTION

*The Dance Department at Wesleyan is a contemporary program with a global perspective. The program embraces classical forms from Bharata Natyam, Ghanaian, ballet, Javanese, and vernacular forms of jazz, hip hop, and Eastern European social dances, to experimental practices that fuse tradition and experimentation into new, contemporary forms.*

*Our mission is to cultivate artistry. The curriculum centers on the creative act – imagining, making, and doing. Our program is interdisciplinary, embodied, collaborative, and physically and intellectually rigorous; it aims to foster personal and social transformation.*

*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 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.

## ADMISSION TO THE MAJOR

- Successful completion of two gateway courses.
- An admissions interview with the Prospective Major Advisor, Katja Kolcio.

## MAJOR REQUIREMENTS

revised Spring 2019): Total Credits: 10.5 (Project) or 11.5 (Thesis)

### Two Gateway Courses:

One Dance Technique .5 Credit

One Introductory Survey Course: 1 Credit

Options include:

Code	Title	Hours
DANC103	Dancing Bodies	1
DANC104F	Dance as Cultural Knowledge: Dances from Indonesia (FYS)	1
DANC211	Contemporary Dance Technique I	.5
DANC212	Composition Across the Arts	1

Two Credits in Dance Composition: Choreography Workshop 2 Credits

- Dance Composition: Choreography Workshop DANC250 (to be taken freshman, sophomore, or junior years)

Dance Tech Lab DANC105 .5 Credit

Dance Techniques (four additional classes) 2 Credits

to total 5 courses @ .5 credits each

Two Advanced Dance Performance Practice .5 or .75 Credit

2 classes @ .25 or .5 credits each

Two Credits in Advanced Research in Dance 2 Credits

At least one of these two credits must be a hybrid methodology course with substantial written component.

Code	Title	Hours
DANC249	Making Dances I: Solo Work	1
DANC250	Dance Composition: Choreography Workshop	1
DANC371	Site-Specific Choreography	1
DANC375	Dance History: Why Dance Matters	1
DANC376	The Artist in the Community: Civic Engagement and Collaborative Dancemaking	1
DANC377	Perspectives in Dance: Queering the Dancing Body: Critical Perspectives on LGBTQ Representation *	1
DANC379	Dance as Activism	1

\* Perspectives in Dance, including:

- Perspectives in Dance: Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
- Perspectives in Dance: South Indian Cinema: An Ethnography of Dance and Film

### One Elective

1 Credit

Code	Title	Hours
DANC103	Dancing Bodies	1
DANC244	Delicious Movement: Time Is Not Even, Space Is Not Empty	1
DANC301	Anatomy and Kinesiology	1
DANC341	Dance Teaching Workshop: The Embodied Practice of Knowing	1
DANC354	Improvisation: Diasporic Modalities	1
DANC359	Space Design for Performance	1
DANC374	Perspectives on Dance of the African Diaspora	1
DANC378	Repertory and Performance	1
DANC381	Japan's Nuclear Disasters	1.5

Any Advanced Research course can be counted as an elective after the 2-credit research requirement is met.

Senior Research: Either Project or Thesis 1 or 2 Credits

Project – One 1-credit tutorial (spring or fall semester)

Thesis – Two 1-credit tutorials (fall and spring semesters)

Total Credits: 10.5 (Project) or 11.5 (Thesis)

## 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 and 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 and 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 elements 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 Dance Department. 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.

# DANCE MINOR

## MINOR REQUIREMENTS

The Minor in Dance consists of 5.25 credits:

Physical Practice in Dance Techniques 2 credits

Four courses (two credits at .5 credits per course) in a physical practice representing at least two traditions, and achieving level 2 in at least one tradition.

Elective 1 credit

One additional credit (any level) within the Dance Department. This can be in the form of one 1 credit course, or two .5 credit courses.

Performance .25 or .5 credit

One Advanced Dance Practice experience (either DANC435 .25 credit or DANC445 .5 credit)

Project-Based courses 2 credits

Two credits must be in project-based courses within the Dance Department that culminate in making. At least one of these must be an upper-level course. These may be dance-making courses or hybrid courses that require a substantial final practical project in the form of a public performance or event. The culminating project does not need to be a choreographed dance. Projects could be events, workshops, site-specific happenings, social media platforms, etc. that have an embodied component and circulate in a public context. Projects need to be approved by a Dance Department advisor.

Physical Practice Courses include: West African Dance I, West African Dance II, West African Dance III, Bharata Natyam I, Bharata Natyam II, Bharata Natyam III, Contemporary Techniques I, II, III, Afro Brazilian Dance I, Ballet I, Ballet II, Javanese Dance I and II, Dance Forms of the African Diaspora I and II, Hip Hop, Contact Improvisation, and Delicious Movements.

Project Based Courses include:

Dance making courses such as Solo Dance Composition, Group Dance Composition, Site Specific Choreography, Choreography Workshop, and Hybrid courses such as Dancing Bodies, Perspectives in Dance as Culture: Queering the Dancing Body, Research Methods, Auto-Ethnographic Methods, Dances of the African Diaspora, Repertory, Performance Art, and Media for Performance.

Other elective options include, in addition to those listed above: History, Repertory, Dance FYS courses, Introduction to Dance, Space Design for Performance, and Forays into Dance (TBA currently being developed).

Physical Practice Courses include:

Code	Title	Hours
DANC202	Ballet I	0.5
DANC211	Contemporary Dance Technique I	0.5
DANC213	Jazz Technique	0.5
DANC244	Delicious Movement: Time Is Not Even, Space Is Not Empty	1

DANC251	Javanese Dance I	0.5
DANC260	West African Dance I	0.5
DANC261	Bharata Natyam I: Introduction of South Indian Classical Dance	0.5
DANC360	West African Dance II	0.5
DANC362	Bharata Natyam II: Embracing the Traditional and the Modern	0.5
DANC365	West African Dance III	0.5

## PROJECT BASED COURSES

Includes dance making courses, such as:

Code	Title	Hours
DANC249	Making Dances I: Solo Work	1
DANC250	Dance Composition: Choreography Workshop	1
DANC371	Site-Specific Choreography	1

and hybrid courses such as:

Code	Title	Hours
DANC103	Dancing Bodies	1
DANC237	Performance Art	1
DANC244	Delicious Movement: Time Is Not Even, Space Is Not Empty	1
DANC364	Media for Performance	1
DANC375	Dance History: Why Dance Matters	1
DANC377	Perspectives in Dance: Queering the Dancing Body: Critical Perspectives on LGBTQ Representation	1
DANC378	Repertory and Performance	1
DANC381	Japan's Nuclear Disasters	1.5

## OTHER ELECTIVE OPTIONS

In addition to the courses listed above, elective options include:

Code	Title	Hours
DANC104F	Introduction to Contemporary Dance from Global Perspectives (FYS)	1
DANC107	Writing Is Dancing, Dancing Is Writing	1
DANC111	Introduction to Dance	1
DANC301	Anatomy and Kinesiology	1
DANC447 & DANC378	Dance Teaching Practicum and Repertory and Performance	0.5

# 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, the Connecticut River Valley, or Hawaii).

## COVID-19 UPDATES:

The Wesleyan Earth & Environmental Sciences Department is fully committed to providing a high quality educational experience for our students that is consistent with maintaining the health and safety of students, faculty, and staff. For Fall 2020 we are offering a full curriculum of courses in a variety of teaching modes. For more information on specific courses, please contact the instructor. Please see the table below for more information about the teaching modes for Fall 2020 E&ES classes.

## FALL 2020 COURSES

Code	Title	Hours
E&ES155	Earth System Science (Instructor: Ku/Resor; Instruction Mode: Hybrid In-Person)	1.25
Monday-Wednesday classes will be lectures, class exercises, or online student group work; Some lectures may be pre-recorded so class times may be used for active learning; Thursday-Friday labs will be in-person, local field trips, or lab exercises.		
E&ES236	Nuclear Power Plant Design and the Three Mile Island, Chernobyl and Fukushima Accidents (Instructor: Filburn; Instruction Mode: In-Person)	1
E&ES280	Introduction to GIS (Instructor: Diver; Instruction Mode: Hybrid with Remote Students)	1
A mix of online lectures (live-stream or pre-recorded), active learning, and rotating in-person or online small group sessions.		
E&ES281	GIS Service-Learning Laboratory (Instructor: Diver; Instruction Mode: Hybrid with Remote Students)	0.5
Class meeting times focus on synchronous (in-person and/or live-stream) and asynchronous individual and small group active learning (with rotating in-person or online small group sessions).		
E&ES319	Meteorites and Cosmochemistry (Instructor: Greenwood; Instruction Mode: Hybrid, mostly online)	1

Mostly live lectures vis Zoom (recorded). The final project will have small group sessions using the Scanning Electron Microscope via Zoom to undertake data collection under student direction.

E&ES320	Meteorites Laboratory (Instructor: Greenwood; Instruction Mode: Hybrid, mostly online)	0.5
A mix of online labs and CA-assisted labs on campus.		
E&ES361	Living in a Polluted World (Instructor: Varekamp; Instruction Mode: Online)	1
There are lab sessions planned through the TA's and the lab manager. There will be sampling campaigns that the students will organize to collect drinking water from Middletown and surrounding communities.		
E&ES376	Mass Extinctions in the Oceans: Animal Origins to Anthropocene (Instructor: Thomas; Instruction Mode: Hybrid with Remote Students)	1
Mon-Wed lectures by zoom (recorded); readings (incl textbook), video, term paper-exam submission through Moodle; activities with fossils largely virtual (3D scans), but some in person (309) run by TAs; recorded and with interaction through camera.		
E&ES497	Senior Seminar (Instructor: Resor/Royer; Instruction Mode: Hybrid with Remote Students)	1
Combination of in-person and online class days. All lectures will be live-streamed and recorded. Extensive group work both during and outside class.		
E&ES547	Environmental Biology Journal Club (Instructor: Cohan/Chernoff/Ku; Instruction Mode: Online)	0.25
Readings are mainly student selected and posted on Moodle before the class meeting, discussion questions will be posted in advance on a Moodle forum.		
E&ES555	Planetary Science Seminar (Instructor: Greenwood; Instruction Mode: Online)	0.25
A combination of synchronous and asynchronous learning. Lectures will be pre-recorded with class-time reserved for online discussion.		
E&ES557	Research Discussion in Earth & Environmental Sciences (Instructor: Ku/Staff; Instruction Mode: Online)	0.25
Graduate student research presentations will be done on Zoom.		

## 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 Associate Professor of the Practice in 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; Co-Coordinator, Planetary Science

**James P. Greenwood**

BS, SUNY at Binghamton; MS, Brown University; PHD, Brown University  
Associate 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; Chair, 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; Professor, Integrative Sciences

**Phillip G. Resor**

AB, Dartmouth College; MS, University of Wyoming; PHD, Stanford University  
Professor of Earth and Environmental Sciences; Professor, Education Studies

**Dana Royer**

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

**Johan C. Varekamp**

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht  
Smith Curator of Mineralogy and Petrology of the Joe Webb Peoples Museum of Natural History; Harold T. Stearns Professor of Earth Science; Professor of Earth and Environmental Sciences; Professor, Environmental Studies; Professor, Latin American Studies

## AFFILIATED FACULTY

**Ellen Thomas**

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht  
Harold T. Stearns Professor of Integrative Sciences; Smith Curator of Paleontology of the Joe Webb Peoples Museum of Natural History; University Professor in the College of Integrative Sciences; Research Professor, Earth and Environmental Sciences

## VISITING FACULTY

**Tom Filburn**

BS, University of Connecticut; MS, University of Connecticut; MS, University of Connecticut; PHD, University of Connecticut  
Visiting Professor of Earth and Environmental Sciences

**Peter M. LeTourneau**

BA, Ricker College; MA, Wesleyan University; PHD, Columbia University  
Visiting Scholar in Earth Environmental Sciences

## EMERITI

**James T. Gutmann**

BA, Amherst College; MAA, Wesleyan University; PHD, Stanford University  
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

### MAJOR DESCRIPTION

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, the Connecticut River Valley, or Hawaii).

### 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&ES155, E&ES197, or E&ES199), and to have completed (or be currently taking) two gateway courses (or higher) in biology, chemistry, mathematics, or physics.

Code	Title	Hours
E&ES101	Dynamic Earth	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES197	Introduction to Environmental Studies	1
E&ES199	Introduction to Environmental Science and Sustainability	1

#### SOPHOMORE SEMINAR

Code	Title	Hours
E&ES195	Sophomore Field Course	0.5

## MAJOR REQUIREMENTS

- E&ES gateway course (E&ES101, E&ES115, E&ES155, 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 (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.

In addition to the requirements above, students must complete 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 pre-approved 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

Code	Title	Hours
E&ES201	Geology of Connecticut	1
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	Volcanology	1
E&ES319 & E&ES320	Meteorites and Cosmochemistry and Meteorites Laboratory	1.5

E&ES321	Planetary Evolution	1
E&ES325	Geologic Field Mapping	1

### HYDROSPHERE, BIOSPHERE, AND ATMOSPHERE COURSES

Code	Title	Hours
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&ES244 & E&ES245	Soils and Soils Laboratory	1.5
E&ES246 & E&ES247	Hydrology and Hydrology Laboratory	1.5
E&ES248	Environmental Investigation and Remediation	1
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&ES342	Ecological Resilience: The Good, the Bad, and the Mindful	1.25
E&ES359	Global Climate Change	1
E&ES361	Living in a Polluted World	1
E&ES376	Mass Extinctions in the Oceans: Animal Origins to Anthropocene	1

### METHOD COURSES

Code	Title	Hours
E&ES270	Quantitative Methods for the Biological and Environmental Sciences	1
E&ES280 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
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
E&ES399	Calderwood Seminar in Public Writing: Environmental Science Journalism	1

### SENIOR SEMINAR

Code	Title	Hours
E&ES497	Senior Seminar	1

### 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).

Code	Title	Hours
E&ES101	Dynamic Earth	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
E&ES201	Geology of Connecticut	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 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES317	Volcanology	1
E&ES321	Planetary Evolution	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1

## SENIOR SEMINAR

Code	Title	Hours
E&ES497	Senior Seminar	1

**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.

Code	Title	Hours
E&ES155	Earth System Science	1.25
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&ES248	Environmental Investigation and Remediation	1
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 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES359	Global Climate Change	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES368	Isotope Geochemistry	1
E&ES497	Senior Seminar	1
BIOL216	Ecology	1

**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.

Code	Title	Hours
E&ES101	Dynamic Earth	1.25
E&ES115	Introduction to Planetary Geology	1
E&ES155	Earth System Science	1.25
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 & E&ES281	Introduction to GIS and GIS Service-Learning Laboratory	1.5
E&ES313 & E&ES314	Petrogenesis of Igneous and Metamorphic Rocks and Laboratory Study of Igneous and Metamorphic Rocks	1.5
E&ES317	Volcanology	1
E&ES321	Planetary Evolution	1
E&ES380	Advanced GIS and Spatial Analyses	1
E&ES385 & E&ES386	Remote Sensing and Remote-Sensing Laboratory	1.5
E&ES497	Senior Seminar	1

## 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 offers a BA/MA program for exceptional Wesleyan students. The E&ES Department requirements for the BA/MA degree are the same as those of the MA degree outlined above, however please note the expectations for BA/MA students in the timeline.

For details about the BA/MA program see: [https://www.wesleyan.edu/grad/graduate-programs/bama\\_program.html](https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)

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

## HONORS

Candidates for honors in E&ES are required to complete the University's General Education Expectations through stage II.

## CAPSTONE EXPERIENCE

Code	Title	Hours
E&ES409	Senior Thesis Tutorial	1
E&ES410	Senior Thesis Tutorial	1
E&ES497	Senior Seminar	1.5

## MASTER OF ARTS IN EARTH AND ENVIRONMENTAL SCIENCES

## COURSES

Students typically take six upper-level science or math course credits (of which at least four must be in E&ES) and two MA thesis research credits (E&ES49 and E&ES50). Based on a student's background and research interests, the thesis committee will decide on the program of study, which may include increasing or decreasing the number of required courses. Students who enter the MA program with greater than eight upper-level science or math courses (the minimum necessary for a Wesleyan E&ES BA) may use those courses in place of Wesleyan MA credits. Students must earn a minimum of six credits (including the two MA thesis research credits) at Wesleyan. All students are expected to enroll in a graduate pedagogy course in the first semester of enrollment and E&ES57, Research Discussion in Earth and Environmental Sciences, each semester it is offered.

Full-time graduate students are expected to complete all courses with a grade of B- or better. Failure to achieve these minimal expectations may result in dismissal from the program.

## LANGUAGE REQUIREMENT

There is no language requirement for the MA in Earth and Environmental Sciences.

## PROGRESS AND QUALIFYING EXAMS

**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

### FUNDING

Upon admission, graduate students are typically offered one 9-month and one 12-month stipend. The terms of the teaching stipend require that the student devote approximately 10 hours per week on departmental responsibilities, such as driving the departmental vans, assisting in laboratory maintenance, or teaching assistantships. Teaching assistants are assigned specific duties by their supervising faculty. Duties may include the supervision of laboratories, assisting the faculty in lecture preparation, providing help sessions, and grading.

Instructional holidays and university breaks apply to academic course meetings, but not necessarily to research. Be aware that the faculty uses much of these breaks to perform research as they have other commitments during the academic year. As a student's research often involves close collaboration with the faculty, graduate students will commonly devote university breaks to research. Students' vacations should be planned with the faculty advisor to ensure continuity of research.

Graduate students are expected to fully participate in the scholarly activities in the department, including teaching opportunities, attending departmental seminars, and presenting their own work to the Wesleyan and scientific communities.

### PRACTICAL INFORMATION

**Graduate Office.** Each student has access to the shared graduate student office (SC 307). A telephone is available there for local calls. Some students may have their desk in one of the laboratories, depending on their research topic.

## RESEARCH

Conducting original research is an important component of graduate studies. Upon arrival, students are expected to discuss their research interests with the E&ES faculty. Students should identify a project and advisor in the course of their first semester so that they can start their research as soon as possible. Students must realize that they will spend much of their time on the chosen research project, so they should ensure that the topic indeed represents their interests.

Areas of faculty specialization (also check faculty webpages):

- Barry Chernoff: Systematics and biogeography of freshwater fishes of Latin America; morphological evolution; conservation of aquatic ecosystems
- Kim Diver: Island biogeography, Geographic Information Systems (GIS)
- Martha S. Gilmore: Planetary geomorphology; remote sensing of Mars, Venus, southwest U.S., and Long Island Sound
- James Greenwood: Cosmochemistry, hydrogen, oxygen and sulfur isotopic systematics of lunar rocks, chondrites and martian meteorites, Mars analogue studies in St. Lucia
- Tim Ku: Aqueous geochemistry; isotope geochemistry; the biogeochemistry of marine and terrestrial sediments of the tropics (Panama, St. Lucia) and North America
- Suzanne O'Connell: Sedimentology; marine geology, paleoceanography/ climate change, continental margin sedimentology in the North Atlantic and Southern Oceans
- Phil Resor: Structural geology and crustal deformation, Geographic Information Systems (GIS)

- Dana Royer: Terrestrial paleoclimatology and paleoecology, paleobotany, carbon cycle, plant physiology
- Ellen Thomas: Paleontology; paleoceanography and micropaleontology of deep ocean basins, coastal salt marshes and marginal basins in the northeastern U. S.
- Joop C. Vreken: Geochemistry; volcanic and geothermal fluids, volcanology, volcanic petrology, pollution geochemistry, Long Island Sound studies

MA or BA/MA students in the natural sciences and mathematics may elect a course of study resulting in the planetary science concentration. Details may be found here: <http://www.wesleyan.edu/planetary/Graduate.html>.

## THESIS AND DEFENSE

### Thesis Proposal

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 1-2 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.

### Meetings with the Thesis Committee

At the beginning of each semester, and at the beginning of the summer, each graduate student will be asked to prepare a written summary (2-3 pages) of his or her progress and accomplishments and meet with their thesis committee. This summary will be reviewed by the thesis committee and used 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. Typical topics of discussion by the committee include:

1. Review of objectives and status of research and plans for future work.
2. Review of performance in course work taken. Outline of courses planned for the future, and their relationship to research and career goals.
3. Review of other accomplishments (i.e., department assistance, teaching).
4. General progress and comfort in the program.

In addition to a written statement of progress, the student is required during the 3rd semester to deliver an oral presentation about their research to the department (typically as part of EES 557). The purpose of this exercise is to give the student an opportunity to organize and present their work in a semi-formal setting and receive direct feedback.

An ideal timeline of student responsibilities is:

Beginning of first semester: Orientation meeting with E&ES graduate program committee.

Beginning of second semester (BA/MA last semester of senior year): Identification of and meeting with advisor and thesis committee. Submission of thesis proposal.

End of second semester/Beginning of summer: Written statement of progress/ meeting with thesis committee.

Early Summer: Qualifying exam.

End of Summer/Beginning of third semester: Written statement of progress/ meeting with thesis committee.

Early third semester (BA/MA first semester MA year): Oral presentation of results to date.

Beginning of fourth semester (BA/MA last semester MA year): Written statement of progress/ meeting with thesis committee.

End of program: Thesis and Defense.

### Thesis and Defense

Competence in research will be assessed by a written thesis and an oral presentation of research results before the faculty. 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.

There are three readers on a thesis, including the thesis advisor. The thesis advisor gives the research grade; the two readers determine the quality of work with an emphasis on the thesis as a written document. One reader from outside Wesleyan University or from another department within Wesleyan University is allowed. The defense is attended by the readers plus other members of the E&ES faculty.

The oral defense typically consists of:

- A 30-minute presentation of the research results by the student.
- A 30-minute question and answer period about the thesis.

Directly after the defense the faculty meets to decide whether to award the Master of Arts degree.

Please consult Wesleyan's Office of Graduate Student Services -

Graduation Requirements for the MA <https://www.wesleyan.edu/grad/academics/graduationrequirementsma.html> for information about the format of the thesis, scheduling of the defense, exit appointments and due dates for participating in Commencement. The student is responsible for following all University requirements.

## 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 the 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

Code	Title	Hours
<b>Planetary Science Courses</b>		
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	MacroEvolution, Pattern and Process	
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		
<b>Seminar</b>		
ASTR/E&ES555	Planetary Science Seminar (offered each semester; take a minimum of three semesters)	0.75

**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**

**THE BA/MA PROGRAM**

Wesleyan offers a BA/MA program for exceptional Wesleyan students. The E&ES Department requirements for the BA/MA degree are the same as those of the MA degree outlined above, however please note the expectations for BA/MA students in the timeline.

For details about the BA/MA program see: [https://www.wesleyan.edu/grad/graduate-programs/bama\\_program.html](https://www.wesleyan.edu/grad/graduate-programs/bama_program.html)

For additional information, please visit [wesleyan.edu/ees/graduate](https://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

### 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; Co-Chair, College of Social Studies; 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

### Gillian Brunet

BA, Smith College; PHD, University of California, Berkeley  
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; Professor, East Asian Studies

### Ryuichiro Izumi

BA, Keio University; PHD, Rutgers University  
Assistant Professor of Economics

### Joyce Jacobsen

BA, Harvard University; MSC, London School of Economics and Political Science; PHD, Stanford University  
Andrews Professor of Economics; Professor of Economics

### Anthony Bruno Keats

BA, Macalester College; MA, Tufts University; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Associate 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

Associate Professor of Economics; Chair, Latin American Studies; Associate Professor, Latin American Studies

### David J. Kuenzel

DIP, University of Tübingen; MA, University of Washington; PHD, University of Washington  
Assistant Professor of Economics

### Wendy Rayack

BA, Oberlin College; MA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison  
Associate Professor of Economics; Tutor, College of Social Studies

### Jennifer Raynor

BA, Lemoyne College; MA, Johns Hopkins University SAIS; MS, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison  
Assistant Professor of Economics

### 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; Chair, Economics; Tutor, College of Social Studies

### Balazs Zelity

BA, Budapest Business School; MA, Universite Catholique de Louvain; PHD, Brown University  
Assistant Professor of Economics

## VISITING FACULTY

### Martin Gosman

BBA, University of Wisconsin at Madison; MBA, University of Wisconsin at Madison; PHD, University of Wisconsin at Madison  
Adjunct Professor of Economics

### Jun He

BA, Beijing Technology and Business University; MA, University of Connecticut  
Visiting Instructor in Economics

### Xiaoxue Zhao

BA, Yale University; PHD, Yale University  
Visiting Assistant Professor of Economics

## EMERITI

### 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, Emeritus

### Richard A. Miller

BA, Oberlin College; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Woodhouse/Sysco Professor of Economics, Emeritus; Woodhouse/Sysco Professor of Economics, Emeritus

### 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,  
 Emeritus

## DEPARTMENTAL ADVISING EXPERT

Gilbert Skillman

# ECONOMICS MAJOR

## MAJOR DESCRIPTION

Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about allocating scarce resources.

Economics can generally be broken down into macroeconomics, which concentrates on the behavior of the aggregate economy, and microeconomics, which focuses on individual consumers, businesses, and markets.

## 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 obtaining a grade of C+ or better in ECON300.

## MAJOR REQUIREMENTS

All students majoring in economics must complete a minimum of eight letter-graded courses numbered **201** 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 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 32 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**
  - a. Knowledge of basic economic principles, important economic issues, and major economic institutions
  - b. The capability to read and understand the scholarly literature
  - c. The capability to engage in theoretical and empirical analysis of economic problems
2. **Published:** Department web page
3. **Method of Assessment**
  - a. Performance in sequential curriculum

The curriculum for ECON has three stages, each stage presuming a certain level of economic literacy and competency.

To enter the major, students must pass ECON110 (with a grade of C+ or above), an introductory course that requires completion of one semester of college calculus. This course is a prerequisite for all 200-level electives in the major. ECON101, a non-calculus introductory course, is a prerequisite for many 200-level electives in the major but is not required for entry into the major. Majors must 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-long 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 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; honors essays may be written during a single-semester tutorial, and are generally extensions of term papers written for 300-level electives. 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. It is not a prerequisite for entering the major. 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 develops the mathematical foundations that are essential for the further study of economics and is intended for students who think that they may wish to major in economics. The calculus prerequisite can be fulfilled by receiving a score of 4 or 5 in AP Calculus AB; receiving a 5, 6, or 7 on the IB Higher Math test; completing MATH120 or MATH121 at Wesleyan; or by appropriate math placement test scores. First-year students contemplating an economics major should acquire the requisite mathematical background as soon as possible. Students may take ECON110 after completing ECON101 (although ECON101 is not a prerequisite for ECON110 or the major, and students with the appropriate mathematical background and interest in majoring should consider starting with ECON110); this may be an attractive option for prospective majors who are in the process of acquiring the necessary mathematical background for ECON110 or who are not committed to the ECON major. 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. ECON300 is the gateway course to the major. Students cannot be admitted to the major until they are enrolled in this class. 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); however, these do not count toward completion of the major.

**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 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.

## CAPSTONE EXPERIENCE

Economics majors will fulfill the department's capstone requirement by completing three upper-level electives, each of which requires the successful completion of a substantial research paper/project.

# ECONOMICS MINOR

## MINOR DESCRIPTION

Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about allocating scarce resources.

Economics can generally be broken down into macroeconomics, which concentrates on the behavior of the aggregate economy, and microeconomics, which focuses on individual consumers, businesses, and markets.

## 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 obtaining a grade of C+ or higher in ECON300.

## MINOR REQUIREMENTS

Students minoring in economics must complete five letter-graded courses (three core courses and two electives) in addition to ECON110,

- The three core courses are: ECON300, ECON301, and ECON302
- One of the two electives must be an upper-tier elective, numbered **303** to **399**.
- One of the two electives may be either an upper- or lower-tier elective (**203** 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.

**All courses counted toward the economics minor must be taken for a letter grade.**

# 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

### Marina Bilbija

BA, University of Sarajevo; MA, University of Pennsylvania; PHD, University of Pennsylvania  
Assistant Professor of English; Assistant Professor, African American Studies

### Lisa Cohen

BA, Brown University; MPHIL, Yale University; PHD, Yale University  
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

### Ren Ellis Neyra

BA, Freed Hardeman College; PHD, SUNY at Stony Brook  
Associate Professor of English; Associate Professor, African American Studies

### 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;  
Coordinator, Social, Cultural, and Critical Theory

### Anne F. Greene

BA, Radcliffe College; MA, Brandeis University  
University Professor of English; Coordinator, Writing Certificate

### Natasha Korda

BA, Columbia University; PHD, Johns Hopkins University  
Professor of English; Director, Center for the Humanities; Professor, Feminist, Gender, and Sexuality Studies

### Sean McCann

BA, Georgetown University; PHD, CUNY The Graduate Center  
Kenan Professor of the Humanities; Professor of English

### Rashida Z. Shaw McMahon

BA, Wesleyan University; MA, Northwestern University; PHD, Northwestern University

Associate Professor of English; Associate Professor, Theater; Associate Professor, African American Studies

### John Murillo

BA, Howard University; MFA, New York University  
Assistant Professor of English; Director, Creative Writing; Assistant Professor, African American Studies

### Marguerite Nguyen

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

### Ruth Nisse

BA, Columbia University; PHD, University of California, Berkeley  
Professor of English; Chair, English; Professor, Medieval Studies

### Joel Pfister

BA, Columbia University; MA, University of Sussex; MA, University College, 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 English;  
Professor of African American Studies; Chair, African American Studies; Academic Secretary; Professor, Feminist, Gender, and Sexuality Studies

### Lily Leopold Saint

BA, University of Pennsylvania; PHD, CUNY The Graduate Center  
Associate Professor of English; Coordinator, African Studies

### Hirsh Sawhney

BA, University of Michigan; MFA, Rutgers University  
Assistant Professor of English; Coordinator, South Asian Studies

### 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  
Douglas J. and Midge Bowen Bennet Associate Professor of English and American Studies; Associate Professor of American Studies; Associate Professor of English

### Khachig Tölölyan

BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University  
Professor of English; Professor of Letters; Editor, Diaspora; Professor, German Studies

### Danielle Vogel

BA, Dowling College; MA, Naropa University; PHD, University of Denver  
Assistant Professor of English, Creative Writing

### Stephanie Kuduk Weiner

BA, University Minnesota Mpls; PHD, Stanford University  
Professor of English; Director, Shapiro Writing Center; Director, Academic Writing

## AFFILIATED FACULTY

### Amy B. Bloom

BA, Wesleyan University; MSW, Smith College

Shapiro-Silverberg Professor of Creative Writing; Professor of the Practice in Creative Writing; Professor of the Practice, English

#### **Elizabeth Ann Hepford**

BA, University Of Kansas; MA, Arizona State University; PHD, Temple University  
Assistant Professor of the Practice in TESOL; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, English

#### **Douglas Arthur Martin**

BA, University of Georgia Athens; MFA, The New School; PHD, CUNY The Graduate Center  
Assistant Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Assistant Professor of the Practice, English

#### **Lauren Silber**

BA, University of Connecticut; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Assistant Professor of the Practice in Academic Writing; Assistant Professor of the Practice, English

## **VISITING FACULTY**

#### **Michelle Pretorius**

BA, University of the Free State; MA, Columbia College Chicago; PHD, Ohio University  
Visiting Assistant Professor of English, Creative Writing

## **EMERITI**

#### **Henry Abelow**

AB, Harvard University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University  
Willbur Fisk Osborne Professor of English, Emeritus

#### **John Anthony Connor**

MA, Manchester University; 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

#### **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**

Several professors serve as Advising Experts each year. 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/) (<https://wesleyan.edu/english/contact/>).

## **ENGLISH MAJOR**

## **MAJOR DESCRIPTION**

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 nonliterary texts critically. As they develop their knowledge, students of English hone their skills as critical writers and explore their potential as creative voices.

## **ADMISSION TO THE MAJOR**

Students considering majoring in English should consult the department website ([wesleyan.edu/english](https://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 core 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.

#### **The Current Major Program: Classes of 2021 and 2022**

This program will end with the Class of 2022 and consists of the gateway course, **ENGL201: Ways of Reading**, and three overlapping sets of courses: requirements, concentration, and electives. One course can count for up to two core requirements and a concentration if applicable.

**Core Requirements:** 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/>).

**Concentrations:** Four courses in any one of these specialized areas of study, one of which must be a 300-level course:

- 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.

#### **The Major Program: Class of 2023 and Beyond**

As before, the English major requires 10 total credits. The revised program eliminates the concentrations but expands the core requirements needed to complete the major. It also allows a choice of two pathways to completion in either Literature or Creative Writing.

**Core Requirements:** In addition to the gateway course **ENGL201: Ways of Reading**, eight additional core requirements must be fulfilled for completion of the major. An individual course may fulfill up to two core requirements--thus core requirements may be completed with as few as 4 or as many as 8 courses. These courses must be taken within the English department or through the department's Wesleyan-Sussex Exchange Program.

- **Literary History: 3 courses**
  - Literary History 1: to 1660
  - Literary History 2: 1660-1870
  - Literary History 3: 1870-present
- **Literary Geography: 3 courses**
  - World Literature
  - British Literature
  - American Literature
- **Theory**
- **Creative Writing**

#### **Paths Through The Major (10 total credits required)**

- **Literature:** Core Requirements (see above), electives numbered above 201, and at least one 300 level course.
- **Creative Writing:** Core Requirements (see above), electives numbered above 201, and 4 creative writing courses that meet the following criteria:
  - 1.) One Creative Writing course at any level. (Completion of the Creative Writing core requirement noted above fulfills this requirement.)
  - 2.) Two 300-level Creative Writing courses (Workshops and Special Topics) with minimum grade of B+.
  - 3.) One Upper-Level Creative Writing Workshop with minimum grade of B+.

**Electives:** One FYS in English may be counted as a major elective.

## **GENERAL EDUCATION**

English majors do not need to fulfill the GenEd requirements to complete the major or write an Honors thesis. However, GenEd fulfillment is required to declare more than a combined total of two majors, certificates, and minors and to be eligible for Phi Beta Kappa and University Honors.

## **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.
- 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.

## LANGUAGE REQUIREMENT

There is no language requirement for the English 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. English majors do not need to fulfill the GenEd requirements to write an honors thesis. However, GenEd fulfillment is required to declare more than a combined total of two majors, certificates, and minors and to be eligible for Phi Beta Kappa and University Honors. 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- or two-semester senior essay project. In addition, in each of the major concentrations/paths, 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

### Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University  
Professor of Feminist, Gender, and Sexuality Studies; Chair, Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

## AFFILIATED FACULTY

### Abigail Huston Boggs

BA, Wesleyan University; PHD, University Calif Davis  
Assistant Professor of Sociology; Assistant Professor, Education Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Katherine Brewer Ball

BA, Occidental College; MA, New York University; PHD, New York University  
Assistant Professor of Theater; Assistant Professor, Feminist, Gender, and Sexuality Studies; Assistant Professor, African American Studies

### Lisa Cohen

BA, Brown University; MPHIL, Yale University; PHD, Yale University  
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

### Kaisha Esty

BA, University of Nottingham; MA, University of Nottingham; PHD, Rutgers University  
Assistant Professor of African American Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Megan H. Glick

BA, Northwestern University; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science in Society; Coordinator, Disability 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

### 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; Coordinator, Animal Studies

### Nina Hagel

BA, Johns Hopkins University; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Assistant Professor of Government; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Kerwin Kaye

BA, University of Colorado Boulder; MA, University San Francisco; PHD, New York University  
Associate Professor of Sociology; Associate Professor, Feminist, Gender, and Sexuality Studies; Tutor, College of Social Studies; Associate Professor, American Studies

### Natasha Korda

BA, Columbia University; PHD, Johns Hopkins University  
Professor of English; Director, Center for the Humanities; Professor, Feminist, Gender, and Sexuality Studies

### Hari Krishnan

BA, University of Manitoba; MFA, York University; PHD, Texas Womans University  
Professor of Dance; Chair, Dance; 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; Professor, African American Studies; Professor, American Studies; Professor, Feminist, Gender, and Sexuality Studies

### Laverne Melon

BA, Middlebury College; MS, SUNY at Binghamton University; PHD, Purdue University W Lafayette  
Assistant Professor of Biology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University  
Willbur Fisk Osborne Professor of Natural Science; Professor of Psychology; Chair, Psychology; 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; French Section Head; Associate Professor, Feminist, Gender, and Sexuality Studies

### Gabrielle Piedad Ponce-Hegenauer

BA, University of Illinois Urbana; MFA, Johns Hopkins University; PHD, Johns Hopkins University  
Assistant Professor of Letters; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Patricia M Rodriguez Mosquera

BA, Autonoma University of Madrid; MA, Autonoma University of Madrid; PHD, University of Amsterdam  
Professor of Psychology; Professor, Feminist, Gender, and Sexuality Studies

### Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University  
Professor of Religion; Professor, Science in Society; 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 English;  
Professor of African American Studies; Chair, African American Studies; Academic Secretary; 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; Associate Professor, Feminist, Gender, and Sexuality Studies

#### **Mitali Thakor**

BA, Stanford University; PHD, Massachusetts Institute of Technology  
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#### **Elizabeth G. Traube**

BA, Radcliffe College; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University  
Professor of Anthropology; Professor, Feminist, Gender, and Sexuality Studies

#### **Jennifer Tucker**

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University  
Associate Professor of History; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

#### **Laura Ann Twagira**

BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University  
Associate Professor of History; Associate Professor, Feminist, Gender, and Sexuality Studies

#### **Roman Utkin**

MA, Kazan State University; MPHIL, Yale University; PHD, Yale University  
Assistant Professor of Russian, East European, and Eurasian Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

#### **Kari Weil**

BA, Cornell University; MA, Princeton University; PHD, Princeton University  
University Professor of Letters; University Professor, College of the Environment; University Professor, Environmental Studies; University Professor, Feminist, Gender, and Sexuality Studies; Co-Coordinator, Animal Studies

#### **Margot Weiss**

BA, University of Chicago; MA, Duke University; PHD, Duke University  
Associate Professor of Anthropology; Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Coordinator, Queer 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, Feminist, Gender, and Sexuality Studies; Associate Professor, East Asian Studies

## **VISITING FACULTY**

#### **Heather Vermeulen**

BA, University of Richmond; MA, Yale University; MA, Yale Divinity School; MPHIL, Yale University; PHD, Yale University  
Visiting Assistant Professor of Feminist, Gender, and Sexuality Studies

## **DEPARTMENT ADVISING EXPERT**

Victoria Pitts-Taylor

# **FEMINIST, GENDER, AND SEXUALITY STUDIES MAJOR**

## **MAJOR DESCRIPTION**

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.

## **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 include:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
FGSS277	Feminist Philosophy and Moral Theory (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 9 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. All FGSS majors complete senior research, either in the form of a senior essay (completed as part of the Senior Seminar) or a senior honors thesis (through a two-semester tutorial with a faculty member, normally in addition to the Senior Seminar). 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. Non-FGSS courses may count toward the concentration if approved by the student's faculty advisor. 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 2019-2020, these include:

Code	Title	Hours
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)	1
FGSS209	Feminist Theories	1
FGSS277	Feminist Philosophy and Moral Theory (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.

## HONORS

Rising seniors wishing to write a Senior Honors Thesis (click here for more information ([https://www.wesleyan.edu/fgss/major/senior\\_research.html](https://www.wesleyan.edu/fgss/major/senior_research.html))) must have, at the end of their junior year, an average of at least B+ in all of the courses that count for the major. These courses include the following: gateway course, FGSS 209 (Feminist Theories), two distribution courses, and the four courses from the student's area of concentration within the major. Prospective thesis writers must submit to the FGSS Chair by the last Friday in April of their

junior year a transcript reflecting that they have met this requirement (or will have done so by the end of the junior year). Only students who complete the two-semester thesis can stand for honors. Students who have not achieved a B+ average will undertake the one-semester senior essay project.

## **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. German studies also prepares students 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.

For more information about German Studies, please visit our department website. (<http://www.wesleyan.edu/german/>)

## FACULTY

### Martin Baeumel

MA, University of Alabama; MA, Ludwig Maximilians University; PHD, University of Chicago  
Assistant Professor of German Studies

### 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; Chair, College of Letters; Professor, Letters

## AFFILIATED FACULTY

### Erik Grimmer-Solem

BA, Brigham Young University; DPHIL, Oxford University; MPHIL, Cambridge University; MSC, London School of Economics and Political Science  
Professor of History; Tutor, College of Social Studies; Professor, German Studies

### Katherine M. Kuenzli

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

### Daniel Smyth

BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago  
Assistant Professor of Letters; Assistant Professor, German Studies; Assistant Professor, Philosophy

### Khachig Tölölyan

BA, Harvard University; MA, University of Rhode Island; MAA, Wesleyan University; PHD, Brown University  
Professor of English; Professor of Letters; 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

### Cecilia Sebastian

BA, Johns Hopkins University; MA, Goethe University Frankfurt; MA, Yale University  
Visiting Instructor in German Studies

### Thorsten Wilhelm

MA, Universität Heidelberg; PHD, Universität Heidelberg  
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

### 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

### Krishna R. Winston

BA, Smith College; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University  
Marcus L. Taft Professor of German Language and Literature, Emerita; Director, Susan B. and William K. Wasch Center for Retired Faculty; Professor, College of the Environment, Emerita

## DEPARTMENTAL ADVISING EXPERTS

Iris Bork-Goldfield, Martin Baeumel, Ulrich Plass



# GERMAN STUDIES MAJOR

## MAJOR DESCRIPTION

### THE GERMAN CURRICULUM FOCUSES ON THREE MAJOR PERIODS.

#### ENLIGHTENMENT, WEIMAR CLASSICISM, ROMANTICISM (1650–1830)

The 18th century laid the foundation for the emergence of modern Germany. Many literary and philosophical works exhibit the immense joy, hope, anxiety, and work that went into reorganizing the relationship between the individual, society, and the world after religious and hierarchical certainties collapsed in the upheaval of the Thirty Years' War and the armed conflicts and revolutions that followed. Unlike other European cultures, the German-speaking area undertook this reorganization without a territorially unified state. The powerful desire for cultural and political unity gave rise to ideas about the function, value, and precarious status of individuality, and to concepts of art, nature, *Bildung*, and progress that continue to inform ways in which we think of the world today.

#### LIBERALISM, MODERNISM, FASCISM (1830–1945)

With the deaths of Hegel in 1831 and Goethe in 1832, the formative period for a culturally unified Germany came to an end. Contradictions in German liberalism—between universalist values and an increasingly exclusionary construction of national identity—created a widening rift between writers and thinkers who were committed to revolutionary change and those whose work drew on images of a preindustrial way of life. With the establishment of the German nation in 1871, accompanied by a rise in militarism and colonial aspirations, both progressive and reactionary tendencies in German culture became even more pronounced. These tendencies beset the Weimar Republic, during which Jews and other minorities enjoyed unprecedented freedom of expression, yet authoritarian “solutions” to economic convulsions and social conflict increasingly gained adherents. When the Nazis came to power in 1933, they consigned artistic modernism to the category of “degenerate art.” Many leading cultural figures were forced into exile. Those who remained in the country either tolerated or supported the regime.

#### COLD WAR, POSTMODERNISM, NEOLIBERALISM (POST-1945)

German culture since the end of the genocidal Nazi era has been defined by twin desires for a new beginning and for a retrieval of the humanist and progressive elements of the German tradition. While in socialist East Germany the claim to represent that tradition became official state policy, in West Germany the influence of American and British popular culture gave rise to new forms of cultural expression. Yet many modernist writers collided with a post-traumatic society in which former Nazis still occupied important offices (West Germany) or historical responsibility for fascism was denied outright (East Germany and Austria). Not until the cultural revolution of the 1960s did the conformist postwar culture begin to give way to a new diversity, and in the 1970s and 1980s new feminist, queer, and immigrant voices emerged. With the end of the German Democratic Republic in 1990, Germany entered the current era in which it has found itself playing a challenging new political role as the dominant country in the EU. The current refugee crisis and the accelerating growth of economic inequality have spawned new forms of cultural activism, especially in the visual and performing arts.

## ADMISSION TO THE MAJOR

To become a German studies major, a student should have no grade lower than a B in any language course taken in the department. All German language courses below the 300-level counted toward the major must be taken for a letter grade. 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 German studies major requires satisfactory completion of nine credits' worth of courses. At least six credits must be earned in courses taught in German above the level of GRST102, with at least three of the six being GRST seminars at the 300-level or courses taken at a university in Germany. The remaining three courses may be in either English or German. All German language courses below the 300-level counted toward the major must be taken for a letter grade. Majors are strongly encouraged to spend a semester or a summer participating in an approved program in Germany. We encourage students to study at our Smith/Wesleyan program in Hamburg during their spring semester of the sophomore or junior year. Courses taken there count toward the major, provided the subject matter is relevant to German studies and the instruction and assignments are in German. A maximum of four courses in one semester or six courses in two semesters taken in Germany, may be counted toward the major. For students who have not taken GRST213, one credit of intensive language instruction in Germany, may count toward the major. Before enrolling in courses in Germany, students must obtain approval from their major advisor. Students must take at least one 300-level German studies course at Wesleyan upon their return. Please note GRST101 and GRST102 do not count towards the German Studies minor.

## 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. Students 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, which 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 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 more information about studying abroad in Germany, please visit our department website. (<http://www.wesleyan.edu/german/studyabroad.html>)

Please make sure to check the application procedures and deadlines for your program as well as those for Wesleyan's Office of Study Abroad (<http://www.wesleyan.edu/cgs/osa/>), located in Fisk Hall 201.

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](http://www.wesleyan.edu/registrar/general_information/ap_ib_credit.html)) information. Students with prior knowledge of German should take the online placement examination before registering for courses. For information about the placement test, please contact Emmanuel Paris-Bouvret ([eparis@wesleyan.edu](mailto:eparis@wesleyan.edu)) in the Fries Center for Global Studies.

## 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 can apply for the Helmut and Erika Reihlen Fund ([http://www.wesleyan.edu/german/scholarships\\_prizes.html](http://www.wesleyan.edu/german/scholarships_prizes.html)).

## ADDITIONAL INFORMATION

**German Haus** is a wood-frame house at 65 Lawn Avenue, with six single rooms and one double, that 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 GRST102 taken for a grade.
- **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 be required 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 can be earned only for two-semester projects.
- **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.

## CAPSTONE EXPERIENCE

Students who wish to undertake a one-semester capstone project have wide latitude as to the topic, medium, and form they choose. They should discuss their idea with a member of the department and enroll in an individual tutorial (GRST401 or GRST402) supervised by a German studies or affiliated faculty member.

# GERMAN STUDIES MINOR

## MINOR DESCRIPTION

Interdisciplinary in nature, the academic field known as German studies combines the close study of texts and media with broad humanistic inquiry into the foundations and structures of culture and society. The minor is a good option for students who want to gain a foundation in German language, culture and literature within a context of other interdisciplinary connections.

## ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with a faculty member of the department by the end of the sophomore year. 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 GRST102 level and taught entirely in German; at least three of these must be taken at Wesleyan. The other two courses may be in either English or German. All German language courses below the 300-level counted toward the minor must be taken for a letter grade. Please note GRST101 and GRST102 do not count towards the German Studies minor.

# 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, comparative politics, international politics, or political theory. We offer introductory courses in 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.

## FACULTY

### Joslyn Barnhart Trager

BA, Reed College; MA, Claremont Mckenna; PHD, University of California, Los Angeles  
Associate Professor of Government

### Sonali Chakravarti

BA, Swarthmore College; MA, Yale University; MPHIL, Yale University; PHD, Yale University  
Associate Professor of Government; Associate Professor, Education Studies; Tutor, College of Social Studies

### Logan M. Dancey

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Associate Professor of Government

### Lindsay R Dolan

BA, Swarthmore College; MA, Columbia University; MPHIL, Columbia University; PHD, Columbia University  
Assistant Professor of Government

### Marc A. Eisner

BA, University of Wisconsin at Madison; MA, Marquette University; MBA, University of Connecticut; PHD, University of Wisconsin at Madison  
Henry Merritt Wriston Chair in Public Policy; Professor of Government; Professor, Environmental Studies

### Douglas C. Foyle

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### Erika Franklin Fowler

BA, St Olaf College; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison  
Professor of Government; Director, Wesleyan Media Project

### Giulio Gallarotti

BA, Hunter College; PHD, Columbia University  
Professor of Government; Tutor, College of Social Studies; Professor, Environmental Studies

### Mary Alice Haddad

BA, Amherst College; MA, University of Washington; PHD, University of Washington

John E. Andrus Professor of Government; Professor of Government; Chair, College of East Asian Studies; Director, Office of Faculty Career Development; Professor, Environmental Studies; Professor, East Asian Studies

### Nina Hagel

BA, Johns Hopkins University; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Assistant Professor of Government; 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 Government

### Alyx Mark

BA, Southern Illinois Univer; MA, George Washington University; PHD, George Washington University  
Assistant Professor of Government

### Ioana Emy Matesan

MA, Arizona State University; PHD, Syracuse University  
Assistant Professor of Government; Tutor, College of Social Studies

### James W. McGuire

BA, Swarthmore College; MA, University of California, Berkeley; PHD, University of California, Berkeley  
Professor of Government; Professor, Latin American 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; Co-Chair, College of Social Studies; Chair, Government; Professor, Environmental Studies; Tutor, College of Social Studies

### Steven T. Moore

BA, University of South Carolina; PHD, University of Michigan  
Assistant Professor of Government

### Justin Craig Peck

BA, Brandeis University; MA, University of Virginia; PHD, University of Virginia  
Assistant Professor of Government

### Peter Rutland

BA, Oxford University; DPHIL, York University  
Colin and Nancy Campbell Professor in Global Issues and Democratic Thought; Professor of Government; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian 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

## AFFILIATED FACULTY

### Robert Cassidy

BA, Fitchburg State; MA, Boston University; MA, Tufts University; MA, U.S. Naval War College; MA, French War College; PHD, Tufts University  
Andersen Fellow in Defense and Foreign Policy

#### Joan Cho

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

## VISITING FACULTY

#### Carla Abdo-Katsipis

BA, Lebanese American University; MA, American University of Beirut; MA, University of Maryland College Park; PHD, University of Maryland College Park  
Visiting Assistant Professor of Public Policy; Visiting Assistant Professor of Government

## EMERITI

#### Richard W. Boyd

BA, University of Texas Austin; MAA, Wesleyan University; PHD, Indiana University Bloomington  
Professor of Government, Emeritus

#### Barbara H. Craig

BA, The University of Maine; MAA, Wesleyan University; MPA, University of Connecticut; PHD, University of Connecticut  
Professor of Government, Emerita

#### Martha Crenshaw

BA, Newcomb College Tulane U; MA, University of Virginia; MAA, Wesleyan University; PHD, University of Virginia  
Colin and Nancy Campbell Professor in Global Issues and Democratic Thought, Emerita

#### John E. Finn

BA, Nasson College; JD, Georgetown University; PHD, Princeton University  
Professor of Government, Emeritus

#### Russell D. Murphy

BA, St Johns College; MA, Boston College; MA, Yale University; MAA, Wesleyan University; PHD, Yale University  
Professor of Government, Emeritus

#### Nancy L. Schwartz

BA, Oberlin College; MAA, Wesleyan University; PHD, Yale University  
Professor of Government, Emerita; Professor of Government, Emerita

## DEPARTMENTAL ADVISING EXPERT

Don Moon

# GOVERNMENT MAJOR

## MAJOR DESCRIPTION

A government major will give you the opportunity to acquire broad knowledge of political science and to study in depth 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 in American politics, comparative politics, and international politics are required to take the introductory course and three upper-level elective courses in the chosen subfield. Concentrators in political theory are required to take four courses in the political theory subfield. In addition to taking four courses within the chosen concentration, majors are required to take at least one course in each of 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.

## 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 GOVT 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 except FYS versions of GOVT151, GOVT155, GOVT157, or GOVT159, which count the same as the regular versions of each course
- Internships either in the United States or abroad
- The Government Department does not grant credit or waive prerequisites 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:

- In addition to taking four courses within the chosen concentration, majors are required to take at least one course each 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 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.

For more information, please visit the department's majoring page ([http://www.wesleyan.edu/gov/about\\_major/majoring.html](http://www.wesleyan.edu/gov/about_major/majoring.html)).

## 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 that is 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 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/about\\_major/majoring.html](http://www.wesleyan.edu/gov/about_major/majoring.html))

## 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 study abroad, and getting faculty preapproval for study-abroad courses, please visit the department's study abroad page ([http://www.wesleyan.edu/gov/departments\\_policies/studyabroad.html](http://www.wesleyan.edu/gov/departments_policies/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. A student seeking major or university credit for a study abroad course must give the **preapproving** faculty member a course title and a written course description **before** the first meeting of the study-abroad course, either in person before departing (preferable) or by e-mail from abroad (if the title and course description are unavailable before departure).

No credit will be approved toward the major for internships, introductory courses, or certain School for International Training courses.

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.

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 for a student studying abroad for a whole year). A student's major advisor may choose to give tentative approval for an independent study project, subject to a review of the written work after the student's return.

## ADVANCED PLACEMENT

The Government Department does not grant credit or waive prerequisites 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.

## 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](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/department\\_policies/transfercredit.html](http://www.wesleyan.edu/gov/department_policies/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/department\\_policies/studyabroad.html](http://www.wesleyan.edu/gov/department_policies/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 ([catalog.wesleyan.edu/certificates/civic-engagement/](http://catalog.wesleyan.edu/certificates/civic-engagement/))
- Environmental Studies Certificate ([catalog.wesleyan.edu/certificates/environmental-studies/](http://catalog.wesleyan.edu/certificates/environmental-studies/))
- International Relations Certificate ([catalog.wesleyan.edu/certificates/international-relations/](http://catalog.wesleyan.edu/certificates/international-relations/))

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 certificates 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/about\\_major/honors.html](http://www.wesleyan.edu/gov/about_major/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 fall 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 must complete the Thesis Application Form (<http://www.wesleyan.edu/gov/forms/GOVTThesisApplication.pdf>). Before submitting the form, the student should meet with a potential tutor (tenured, tenure-track, or full-time visitor in the Government Department) to discuss the proposed thesis project. After the Government Department faculty reviews the applications, students will be notified whether or not their thesis proposal has been approved and, if so, will be given 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

A 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 several 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 to tell a good story.

## FACULTY

### Paul Hilding Erickson

BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison  
Associate Professor of History; Associate Professor, Environmental Studies;  
Associate Professor, Science in Society

### Demetrius L. Eudell

BA, Dartmouth College; PHD, Stanford University  
Dean of the Social Sciences; Professor of History; Faculty Director, Mellon Mays Undergraduate Fellowship

### 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

### Nathanael Greene

BA, Brown University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University  
Professor of History

### Erik Grimmer-Solem

BA, Brigham Young University; DPHIL, Oxford University; MPHIL, Cambridge University; MSC, London School of Economics and Political Science  
Professor of History; Tutor, College of Social Studies; Professor, German Studies

### Oliver W. Holmes

BA, City College; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago  
Professor of History

### William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University  
John E. Andrus Professor of History; Professor of History; Professor, Science in Society; Professor, Environmental Studies; Professor, East Asian Studies

### Ethan Kleinberg

BA, University of California, Berkeley; MA, University of California, Los Angeles; PHD, University of California, Los Angeles  
Class of 1958 Distinguished Professor; Professor of History; Professor of Letters; Editor-in-Chief, History and Theory

### Jeffers Lennox

BA, University of Toronto; MA, Dalhousie University; PHD, Dalhousie University  
Associate Professor of History

### Valeria López Fadul

BA, Yale University; MA, Princeton University; PHD, Princeton University  
Assistant Professor of History; Assistant Professor, Latin American Studies

### Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews  
Professor of History; Professor, Medieval Studies; Tutor, College of Social Studies

### William R. Pinch

BA, University of Virginia; MA, University of Virginia; PHD, University of Virginia  
Professor of History; Chair, History; Associate Editor, History and Theory; Professor, Environmental Studies

### Ronald W. Schatz

BA, University of Wisconsin at Madison; MAA, Wesleyan University; MAT, Harvard University; PHD, University of Pittsburgh  
Professor of History

### Gary Shaw

BA, McGill University; DPHIL, Oxford University  
Professor of History; Associate Editor, History and Theory; Professor, Medieval Studies

### Victoria Smolkin

BA, Sarah Lawrence College; PHD, University of California, Berkeley  
Associate Professor of History; Tutor, College of Social Studies; Associate Professor, Russian, Eastern European, and Eurasian 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

### Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University  
Associate Professor of History; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

### Laura Ann Twagira

BA, Wellesley College; MA, Sarah Lawrence College; PHD, Rutgers University  
Associate Professor of History; Associate Professor, Feminist, Gender, and Sexuality Studies

## AFFILIATED FACULTY

### Joseph P. Slaughter

BS, U.S. Naval Academy; MA, University of Maryland College Park; MA, U.S. Naval War College; PHD, University of Maryland College Park  
Visiting Assistant Professor, History; Chamberlain Project Fellow in the Center for the Study of Public Life

**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

## VISITING FACULTY

**Meltem Toksoz**

BA, Ankara University; MA, University of Virginia; PHD, SUNY at Binghamton University  
 Visiting Associate Professor of History

**Kevin Vrevich**

BA, University of Wisconsin at Madison; MA, SUNY at Binghamton University; PHD, Ohio State University  
 Visiting Assistant Professor of History

## EMERITI

**Judith C. Brown**

BA, University of California, Berkeley; MA, University of California, Berkeley; PHD, Johns Hopkins University  
 Professor of History, Emerita

**Richard V. Buel**

BA, Amherst College; MA, Harvard University; PHD, Harvard University  
 Professor of History, Emeritus

**Richard H. Elphick**

BA, University of Toronto; MA, University of California, Los Angeles; PHD, Yale University  
 Professor of History, Emeritus; Professor of History, Emeritus

**C. Stewart Gillmor**

BS, Stanford University; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
 Professor of History and Science, Emeritus

**Bruce A. Masters**

BS, Georgetown University; MAA, Wesleyan University; PHD, University of Chicago  
 John E. Andrus Professor of History, Emeritus

**David W. Morgan**

BA, Haverford College; DPHIL, Oxford University  
 Professor of History, 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

**Philip Pomper**

BA, University of Chicago; MA, University of Chicago; MAA, Wesleyan University; PHD, University of Chicago  
 William Armstrong Professor of History, Emeritus

**Vera Schwarcz**

BA, Vassar College; MA, Yale University; MAA, Wesleyan University; PHD, Stanford University

Mansfield Freeman Professor of East Asian Studies, Emerita

**Richard T. Vann**

BA, Southern Methodist C; BA, Oxford University; MA, Oxford University; MA, Harvard University; MAA, Wesleyan University; PHD, Harvard University  
 Professor of History and Letters, Emeritus

**Ann M. Wightman**

BA, Duke University; MAA, Wesleyan University; MPHIL, Yale University; PHD, Yale University  
 Professor of History, Emerita

## DEPARTMENTAL ADVISING EXPERTS

For Fall 2020, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Laura Ann Twagira, and Cecilia Miller.

For Spring 2021, all members of the history department on duty, except Valaria LopezFadul, William Johnston, Cecilia Miller, and Nathanael Greene.

## 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, Ethan Kleinberg. 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 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 150–189), normally taken as a first-year student or sophomore, and eight other courses, numbered 200 or higher. Students must also complete two modules and fulfill a capstone research requirement.

**In detail, a major will have:**

- nine history courses, including
  - one Introduction to History course numbered between 150 and 189, normally taken as a first-year 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, 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.

## STUDENT LEARNING GOALS

Majoring or minoring in history develops valuable skills transferable beyond the classroom. Learning goals broadly include: critical thinking, flexible interpretation of diverse source material, and persuasive writing, as well as analytical and research skills for tackling complex questions that will prepare majors for the changing professional world.

History students learn to make sense of complexity and to tell a good story.

Important departmental learning goals are met incrementally as students combine diverse courses and course types:

1. *Introduction to History courses (numbered 150–189)* provide key foundational elements of historical work, beginning to teach students the following:
  - a. how to read like a historian, searching for details and doubting what the author says
  - b. how to research history in both primary and secondary sources
  - c. how to develop historical writing both in terms of argument and style
  - d. how to manage historiographical informatics: library, internet, and archival searching skills, bibliographic software for an ongoing career bibliography
  - e. introduction to archives where possible, including material culture where appropriate
  - f. introduction to both digital and quantitative concepts for history
2. *200-level history courses* continue learning goals from category 1 but also contribute to specific regional and period knowledge acquisition and the ability to synthesize and then analyze historical material in written and oral expositions.
3. *Issues in Contemporary Historiography (HIST 362)* develops advanced skills in critical historical reading; pointed writing to summarize what students read; recognition of key historical concepts; and the ability to research and plan a compelling, large-scale research project. These build on learning in categories 1 & 2.

4. *Upper- or 300-level history seminars* focus on specific areas of knowledge and develop real subject expertise and research acuity. Students develop and execute research projects, critically assess previous historians' work, and refine their expository skills in writing and speech.
5. *Research requirement:* All history majors develop and deploy their skills in a senior research project, the capstone of their historical learning, through a senior thesis, a senior essay written in a tutorial, or as an extra assignment in a **300-level** seminar. Students work under close faculty supervision and are given detailed feedback on their progress. This project brings together analytical skills, research skills (including finding and organizing large amounts of complex and diverse material), and skills in making a case and writing persuasively and professionally.

Assessment is continuous and complex. It occurs within each individual course and assignment but also through advisors' monitoring of students' overall progress, including student self-assessment and the shaping of student's specific substantive learning goals through two subject *modules*, and through the capstone research assessment, requiring departmental certification of adequate research standards.

## 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

### APPLIES TO ALL CLASS YEARS

All history majors apply 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.

- **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 nine-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. The program does not hire or tenure its own faculty. Instead, it draws on faculty with expertise in Latin America whose home departments in 2020-21 are Earth and Environmental Sciences, Economics, History, Hispanic Literatures and Cultures, and Government. Courses taught by faculty who are not formally affiliated with the Program but that are centrally concerned with Latin America are often cross-listed with Latin American Studies.

## AFFILIATED FACULTY

### Michael Armstrong Roche

BA, Harvard University; MA, Harvard University; PHD, Harvard University  
Associate Professor of Spanish; Spanish Section Head; Associate Professor,  
Medieval Studies; Associate Professor, Latin American Studies

### Robert T. Conn

BA, Dartmouth College; PHD, Princeton University  
Professor of Spanish; Chair, Romance Languages and Literatures; 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  
Associate Professor of Economics; Chair, Latin American Studies; Associate  
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; Professor, Latin American Studies

### Maria Ospina

BA, Brown University; MA, Harvard University; PHD, Harvard University  
Associate Professor of Spanish; Associate 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; Assistant Professor, Latin American Studies

### Johan C. Varekamp

BS, University of Utrecht; MS, University of Utrecht; PHD, University of Utrecht  
Smith Curator of Mineralogy and Petrology of the Joe Webb Peoples Museum of  
Natural History; Harold T. Stearns Professor of Earth Science; Professor of Earth  
and Environmental Sciences; Professor, Environmental Studies; Professor, Latin  
American Studies

## DEPARTMENTAL ADVISING EXPERT

The Latin American Studies Advising Expert is the LAST Program Chair, which in 2020-21 is Melanie Khamis.

# LATIN AMERICAN STUDIES MAJOR

## MAJOR DESCRIPTION

Latin American Studies majors take courses related to Latin America (at least six), courses in a department of concentration (at least four), complete a research requirement (a 20+ page paper on a Latin American topic), and complete Stage II of the General Education Expectations. At least seven of the ten courses required to complete the major must be taken at Wesleyan.

## ADMISSION TO THE MAJOR

Admission to the Latin American Studies major requires (a) competence in Spanish; (b) an academic record that shows ability both in Latin American Studies and in the intended department of concentration; and (c) a judgment by the core Latin American Studies faculty that a prospective major is 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 Latin American Studies.

## MAJOR REQUIREMENTS

Ten semester courses are required to complete the Latin American Studies major, at least six in Latin American Studies and at least four in a department of concentration. The four concentration courses need not be cross-listed with Latin American Studies. Concentration options include only departments with a Latin American Studies faculty member: in 2020-2021, Earth and Environmental Sciences, Economics, History, Hispanic Literatures and Cultures, and Government.

The purpose of the concentration is to assure that the student majoring in Latin American Studies, which is an interdisciplinary program, has mastered the substance and methods of at least one established academic discipline. Accordingly, Latin American Studies majors may not *concentrate* in another program (e.g., Science in Society), or in an interdisciplinary department (e.g., American Studies), or in a college (e.g., College of Social Studies). Of course, the Program does not preclude its majors from *minoring* or *double-majoring* in any program, department, or college they choose.

**Mandatory Latin American Studies courses at Wesleyan.** Of the ten courses required to complete the Latin American Studies major, at least seven 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 Latin American Studies major credit for courses taken at their previous institution(s) or (2) students participating in the Twelve-College Exchange Program who seek Latin

American Studies major credit for courses taken at one of the other participating colleges.

Of the six Latin American Studies courses counted toward the major, at least four must be taken at Wesleyan. At least two of the six LAST courses must be cross-listed with Wesleyan Social and Behavioral Science department courses (SBS designation) and at least two must be cross-listed with Wesleyan Humanities and Arts department courses (HA designation). Of the two courses cross-listed with Humanities and Arts department courses, one must be LAST 226 ([https://owaprod-pub.wesleyan.edu/reg/lwesmaps\\_page.html?stuid=&facid=NONE&crse=007142&term=1209](https://owaprod-pub.wesleyan.edu/reg/lwesmaps_page.html?stuid=&facid=NONE&crse=007142&term=1209)), Survey of Latin American Literature, Cultures, and Ideas.

To graduate as a Latin American Studies major, students must maintain an average of B- or better in all courses taken at Wesleyan that are cross-listed in the Latin American Studies major (regardless of whether a student elects to include each such course on the major certification form), complete a research requirement paper (see below under 'Capstone Experience'), and complete Stage II of the General Education Expectations.

**Non-Latin American Studies courses at Wesleyan that may count toward the Latin American Studies major.** In exceptional circumstances, Wesleyan courses that have significant Latin American content but are not cross-listed with Latin American Studies may count toward the major. Students must petition the Latin American Studies chair to obtain Latin American Studies major credit for such courses.

**Courses at Wesleyan that may NOT count toward the Latin American Studies major.**

No Spanish *language* courses (100-level or SPAN 203 ([https://owaprod-pub.wesleyan.edu/reg/lwesmaps\\_page.html?stuid=&facid=NONE&crse=012580&term=1211](https://owaprod-pub.wesleyan.edu/reg/lwesmaps_page.html?stuid=&facid=NONE&crse=012580&term=1211)), Spanish for Heritage Speakers) may count toward the Latin American Studies major. The only SPAN courses that may count toward the Latin American Studies major are SPAN 221 and SPAN courses numbered higher than SPAN 221 that focus on Latin America. Such courses are normally numbered SPAN 270 to SPAN 299. If the Latin American Studies major's concentration is HISP, however, courses numbered SPAN 230 to SPAN 269 may be counted toward the four *concentration* courses required to complete the LAST major, provided that no such course has also been counted toward the six LAST courses required to complete the major.

No student forum courses may count toward the Latin American Studies major. Also, Latin American Studies does not sponsor student forum courses.

**Restrictions on counting particular types of courses toward the Latin American Studies major**

No more than one introductory (100-level) course in a student's department of concentration.

No more than one music course involving primarily or exclusively performance.

No more than one thesis tutorial credit.

## COURSES FOR NON-MAJORS

Non-majors are welcome in any course with a Latin American Studies crosslisting, unless the course's host department imposes a limitation or restriction. For example, ECON 101 or ECON 110 is a prerequisite for ECON/LAST 219 ([https://owaprod-pub.wesleyan.edu/reg/lwesmaps\\_page.html?stuid=&facid=NONE&crse=003644&term=1211](https://owaprod-pub.wesleyan.edu/reg/lwesmaps_page.html?stuid=&facid=NONE&crse=003644&term=1211)), Latin American Economic Development.

## GENERAL EDUCATION

Latin American Studies majors must complete Stage II of the General Education Expectations.

## STUDENT LEARNING GOALS

The Latin American Studies major is designed to give students an integrated view of Mesoamerica, South America, and the Caribbean and to encourage students to develop expertise in the substance and methods of at least one established academic discipline. Students who complete the Latin American Studies major should be able to explore systematically a range of social-scientific and humanistic issues and modes of argumentation, drawing on the knowledge, analytical abilities, and quantitative, qualitative, and linguistic skills they have acquired through their coursework. Latin American Studies majors should also be better prepared to think critically, write clearly, and speak effectively. By acquiring these capabilities, Latin American Studies majors prepare themselves for lives of diverse contribution.

## 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. Latin American Studies faculty members regard study abroad as a serious part of the major, so students should discuss their plans with their Latin American Studies advisors or with the program chair as soon as possible. Credit is regularly granted toward the Latin American Studies major through the University's pre-approved programs ([https://www.wesleyan.edu/cgs/osa/programs/americas\\_c.html](https://www.wesleyan.edu/cgs/osa/programs/americas_c.html)) in Argentina, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Ecuador, Mexico, Peru, and the Turks and Caicos Islands. Please recall that at least seven of the ten courses required to complete the Latin American Studies major must be taken at Wesleyan, which means that no more than three of the ten courses that count toward the major may come from a study abroad program, including a year-long study abroad program.

## ADVANCED PLACEMENT

The Latin American Studies Program does not grant credit or waive prerequisites for Advanced Placement, International Baccalaureate, or ad-hoc program (e.g., summer study abroad) courses taken prior to matriculation at Wesleyan. The only pre-matriculation credits that the Program will accept are from Latin American Studies courses that the University has authorized from a transfer student's previous full-time college-level institution.

## LANGUAGE REQUIREMENT

Admission to the major requires competence in Spanish. LAST 226 ([https://owaprod-pub.wesleyan.edu/reg/lwesmaps\\_page.html?stuid=&facid=NONE&crse=007142&term=1209](https://owaprod-pub.wesleyan.edu/reg/lwesmaps_page.html?stuid=&facid=NONE&crse=007142&term=1209)), a required course, is taught in Spanish.



## PRIZES

The Latin American Studies Program awards the Levy-Spira Prize for Distinction in Latin American Studies.

## TRANSFER CREDIT

No course taken at another institution in United States may count toward the Latin American Studies 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 Latin American Studies major credit for courses taken at their previous institution(s) or (2) for students participating in the Twelve-College Exchange Program who seek Latin American Studies major credit for courses taken at one of the other participating colleges.

## ADDITIONAL INFORMATION

The Latin American Studies Majors Committee, chosen by the student majors, works with the program's faculty to plan events. The Majors 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.

## HONORS

Majors who complete a senior thesis of exceptional quality and who have a distinguished record of coursework in the program receive Honors in Latin American Studies.

To become a candidate for Honors, a major by the end of the sixth semester must have achieved a university grade point average greater than or equal to 90.00 and must have completed Stage I of the General Education Expectations (all Latin American Studies majors, including thesis-writers, must also complete Stage II by the end of the senior year).

The thesis tutor must be affiliated with the Latin American Studies Program.

As noted above, although honors theses normally earn two credits toward graduation (one each semester), no more than one thesis tutorial credit may count toward the Latin American Studies major.

For additional details concerning the honors program, please visit [wesleyan.edu/last/formajors/theses.html](http://wesleyan.edu/last/formajors/theses.html) (<http://wesleyan.edu/last/formajors/theses.html>).

## CAPSTONE EXPERIENCE

Majors must complete the Latin American Studies research requirement by writing a paper that is centrally concerned with Latin America, that is on a topic of the major's own choosing (i.e., the student must originate the topic), that is at least 20 standard double-spaced pages in length, and that has received a grade of B- or better. The paper must be (1) written in a course or tutorial where the instructor is formally affiliated with the Latin American Studies Program, or (2) read and approved by a faculty member who is affiliated with the Program. The paper may be written in either English or Spanish, and may be completed in the context of a study-abroad program as long as it is read and approved by a faculty

member who is formally affiliated with the Latin American Studies Program. A thesis or a senior essay conforming to the conditions just stipulated will satisfy the Latin American Studies Research Requirement.

The deadline for completing the Latin American Studies research requirement is the close of business on the first day of classes of the spring semester of the Latin American Studies major's senior year. On or before this date, Latin American Studies majors must submit to their Latin American Studies academic advisor a paper meeting the research requirement stipulations listed above. An exception to this deadline will be made only for Latin American Studies majors taking LAST 402 (Individual Tutorial, Undergraduate) in the spring semester of the senior year or LAST 410 (Senior Thesis Tutorial, Spring). For students enrolled in either of these tutorials, the deadline for submitting the research requirement paper to the major's Latin American Studies advisor is the date on which senior theses are due.

Completion of the research requirement is certified by the major's Latin American Studies academic advisor, who communicates this certification to the Latin American Studies program chair. The Latin American Studies program chair is in charge of certifying that seniors have completed all requirements of the major program, including coursework, completion of the research requirement, and completion of Stage II of the General Education Expectations.

# LESS COMMONLY TAUGHT LANGUAGES

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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.

## 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://wesleyan.edu/mathcs/graduate/) (<http://www.wesleyan.edu/mathcs/graduate/>).

## FACULTY

### Ilesanmi Adeboye

PHD, University of Michigan  
Associate 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  
Edward Burr Van Vleck Professor of Mathematics; Professor of Mathematics;  
Chair, Mathematics and Computer Science; Professor, Integrative Sciences

### David Constantine

BS, Eastern Nazarene College; PHD, University of Michigan  
Associate Professor of Mathematics

### Norman Danner

BA, University of California, Berkeley; PHD, Indiana University Bloomington

Associate Professor of Computer Science; Vice-Chair, Mathematics and Computer Science

### Adam Fieldsteel

BA, Brown University; MAA, Wesleyan University; PHD, University of California, Berkeley  
Professor of Mathematics

### Cameron Donnay Hill

BA, Yale University; PHD, University of California, Berkeley  
Associate Professor of Mathematics; Associate Professor, Integrative Sciences

### Mark A. Hovey

BS, Ohio State University; PHD, Massachusetts Institute of Technology  
Associate Provost; Professor of Mathematics; Professor, Integrative Sciences

### Sara Kalisnik Verovsek

PHD, Stanford University  
Assistant Professor of Mathematics

### Daniel Krizanc

BS, University of Toronto; PHD, Harvard University  
Edward Burr Van Vleck Professor of Computer Science; Professor of Computer Science; Professor, Integrative Sciences; Professor, Environmental Studies; Co-Coordinator, Informatics and Modeling

### Alex Kruckman

PHD, University of California, Berkeley; SB, Brown University  
Assistant Professor of Mathematics

### 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  
Associate Professor of Computer Science

### James Lipton

BS, U Nebraska Lincoln; MSC, Cornell University; PHD, Cornell University  
Professor of Computer Science; Professor, Integrative Sciences

### 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

### Saray Shai

BS, Israel Institute of Technology; PHD, University of St Andrews

Assistant Professor of Computer Science

**Emily R Stark**

BA, Pomona College; MA, Tufts University; PHD, Tufts University  
Assistant Professor of Mathematics

**Sebastian Zimmeck**

LLM, University of California, Berkeley; MS, Columbia University; PHD, University of Kiel; PHD, Columbia University  
Assistant Professor of Computer Science

## AFFILIATED FACULTY

**Tsampikos Kottos**

BA, University of Crete; MS, University of Crete; PHD, University of Crete  
Lauren B. Dachs Professor of Science and Society; Professor of Physics; Professor, Integrative Sciences; Professor, Mathematics

## VISITING FACULTY

**Daniel Alvey**

BS, US Military Academy  
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

**Justin Bryant**

BS, Seattle University  
Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

**Miguel O'Malley**

Graduate Student, MATH-PHD; Visiting Instructor in Mathematics

**Anurag Rao**

BS, St. Xavier's College; MS, Indian Statistical Institute; PHD, Brandeis University  
Visiting Assistant Professor of Mathematics

**Robert Rose**

BA, Lamar University; MA, Louisiana State University; PHD, Indiana University  
Bloomington  
Postdoctoral Fellow in Computer Science

**Sunrose Shrestha**

BA, Hamilton College; MS, Tufts University; PHD, Tufts University  
Postdoctoral Fellow in Mathematics and Computer Science

**Pippin Wolfe**

BA, Brown University; BS, Brown University; PHD, University of Massachusetts  
Amherst  
Postdoctoral Fellow in Computer Science

## 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

**Michael D. Rice**

BS, Western Mich University; MS, Western Mich University; PHD, Wesleyan University  
Professor of Computer Science, Emeritus

**Philip H. Scowcroft**

BA, Harvard University; MA, Cornell University; PHD, Cornell University  
Edward Burr Van Vleck Professor of 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.
- Courses taken in Spring 2020 or Fall 2020 may be taken Cr/U to satisfy the major declaration requirements, in which case a student must have earned Cr.

## MAJOR REQUIREMENTS

To complete the computer science major, a student must complete the following courses:

- **Gateway courses:**
  - COMP211 and COMP212 (Computer Science I and II).
- **Core courses (one course from each of the following four areas):**
  - Models of computation: any **COMP** course numbered **300-305**.
  - Algorithms: any **COMP** course numbered **310-315**.

- Programming languages: any **COMP** course numbered **320-325**.
- Systems: any **COMP** course numbered **330-335**.
- **Two additional electives.** Any COMP course at the 300+ level except **COMP409-COMP410** can be used as an elective for the major.
- **Mathematical foundations:**
  - MATH228 (Discrete Mathematics) or MATH261 (Abstract Algebra).
  - Any other 200+ level MATH course.

#### Notes:

- No course may be used to satisfy more than one requirement.
- 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.
- Courses taken in Spring 2020 or Fall 2020 may be taken Cr/U to satisfy major requirements, in which case a student must have earned Cr.

## 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 their first or sophomore years by taking the gateway sequence COMP211–212.
- **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 COMP312 (Design and Analysis of Algorithms) and COMP321 (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 COMP301 (Automata Theory and Formal Languages).

## TRANSFER CREDIT

The transfer credit policy for the COMP major is:

- You can transfer at most 2 courses per semester (or summer, or winter session) away towards the COMP major.
- You can transfer at most 4 courses in total towards the COMP major.
- You must take at least 2 of COMP211, COMP212, and MATH228 at Wesleyan.

- You must take at least three 300-level COMP courses used to satisfy the major requirements at Wesleyan.

## 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) (<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/csm.html) (<http://wesleyan.edu/imcp/>)
- Integrative Genomic Sciences (IGS): [wesleyan.edu/imcp/igs.html](http://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 mathematics and computer 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, visit [wesleyan.edu/grad/degree-programs/ba-ma.html](http://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.

## CAPSTONE EXPERIENCE

We encourage all students to participate in faculty research via individual tutorials and/or a Senior thesis. There is no mandatory capstone experience.

# 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/bama.html](http://wesleyan.edu/grad/degree-programs/bama.html) (<http://www.wesleyan.edu/grad/degree-programs/bama.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 two 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.



## CAPSTONE

- \* SENIOR THESIS-two semesters
- \* HONORS PRESENTATION
- \* APPROVED GRADUATE COURSEWORK IN MATH
- \* TUTORIAL WITH FACULTY

Students pursuing the Mathematics major are not required to complete a capstone experience. However, there are several options available if they wish to pursue one. These include:

- \* **Graduate Coursework\***: completing one or more approved graduate mathematics courses with a performance deemed satisfactory by the instructor(s). Students should consult with their major advisor or the department advisory committee to select appropriate coursework.
- \* **Honors Presentation\***: satisfactorily completing the public presentation related to departmental Honors
- \* **Senior Thesis\***: satisfactorily completing a Senior thesis under conditions monitored by the University Committee on Honors
- \* **Tutorial with Mathematics Faculty\***: Students may register for a tutorial with a faculty member to pursue study or research on a topic that will deepen or broaden the student's knowledge. Tutorials may involve independent research by the student, but this is not a requirement for the tutorial. To qualify as a capstone experience, the tutorial should culminate in a project or presentation by the student at the end of the semester.

In practice, students often complete more than one of the above experiences. Sophomores and juniors who are considering adding a capstone experience during their senior year may enjoy participating in the department's directed reading program and attending events and talks in the departmental Math Club.

## MASTER OF ARTS IN MATHEMATICS OR 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.

## COURSES

Six one-semester courses are required for the MA degree in addition to research units (units MATH549 (<https://catalog.wesleyan.edu/search/?P=MATH549>) and MATH550 (<https://catalog.wesleyan.edu/search/?P=MATH550>) or COMP549 (<https://catalog.wesleyan.edu/search/?P=COMP549>) and COMP550 (<https://catalog.wesleyan.edu/search/?P=COMP550>)). These courses must be at the 500-level and/or chosen with permission of the MA advisor and the department's Graduate Education Committee (GRECO).

## PROGRESS AND QUALIFYING EXAMS

Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree. For students completing the BA/MA program, relevant coursework usually begins in the final year of undergraduate student. Any program leading to the MA degree must be planned in consultation with the departmental Graduate Education Committee.

## TEACHING

MA students receiving a stipend are obliged to serve as teaching assistants for 10 hours per week during the fall and spring academic semesters. Those who do not receive a stipend are also eligible to work as teaching assistants.

## THESIS AND DEFENSE

The thesis is a written report of a topic requiring an independent search and study of the literature under the supervision of the advisor. Performance is judged largely on scholarly organization of existing knowledge and on expository skill, but some indications of original insight are expected.

In the final examination, an oral presentation of the MA thesis, the candidate is expected to exhibit an expert command of the chosen specialty and a high degree of expository skill. The defense may include an oral examination on coursework, including material associated with the general preliminary exam. A faculty committee evaluates the candidate's performance.

## ADDITIONAL INFORMATION

For additional information, please visit [wesleyan.edu/mathcs/graduate/](http://wesleyan.edu/mathcs/graduate/) (<http://wesleyan.edu/mathcs/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, applied topology, analysis of algorithms, arithmetic geometry, combinatorics, complex analysis, computational logic, dynamical systems, ergodic theory, geometric analysis, graph theory, homogeneous dynamics, Kleinian groups and discrete groups, knot theory, logic

programming, model theory, number theory, probability theory, proof theory, and topological dynamics.

## 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.

## 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 student'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

Most students work as teaching assistants beginning in the first year of study.

After passing the general preliminary examinations, most PhD candidates teach one course per year (typically of 20 students, supervised by senior faculty) working as teaching assistants in the remaining semester.

## DISSERTATION AND 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 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 culture, 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.

## AFFILIATED FACULTY

### Joseph Salvatore Ackley

AB, Dartmouth College; MA, New York University; PHD, New York University  
Assistant Professor of Art History; Assistant Professor, Medieval Studies

### 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 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; Spanish Section Head; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

### MICHAEL MEERE

BA, Northwestern University; MA, University of Virginia; PHD, University of Virginia  
Assistant Professor of French; Assistant Professor, Medieval Studies

### Cecilia Miller

BA, LeTourneau College; DPHIL, Oxford University; MPHIL, University of St Andrews  
Professor of History; Professor, Medieval Studies; Tutor, College of Social Studies

### Ruth Nisse

BA, Columbia University; PHD, University of California, Berkeley  
Professor of English; Chair, English; Professor, Medieval Studies

### Jeff Rider

BA, Yale University; MA, University of Chicago; PHD, University of Chicago  
Professor of French; Chair, Medieval Studies; Professor, Medieval Studies

### Gary Shaw

BA, McGill University; DPHIL, Oxford University  
Professor of 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

Jeff Rider

# MEDIEVAL STUDIES MAJOR

## ADMISSION TO THE MAJOR

No specific courses are required for admission to the Medieval Studies major.

## MAJOR REQUIREMENTS

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 field of Medieval Studies
- Three additional courses in any area of Medieval Studies, or in another 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 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 sources of various kinds (material and textual).
- 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 studying abroad. Programs of study must be approved in advance by the student's advising committee.

## LANGUAGE REQUIREMENT

All medieval studies majors are expected to have reading knowledge (usually four semesters or the equivalent) of at least one modern European foreign language by the beginning of their senior year. Latin is also strongly recommended.

## 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 at least two faculty members before a recommendation for program honors is made. 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

### Cori Anderson

BS, Wheaton College; PHD, Dartmouth College  
Assistant Professor of the Practice in Molecular Biology and Biochemistry

### 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; Chair, Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

### Amy MacQueen

BA, Columbia University; PHD, Stanford University  
Associate Professor of Molecular Biology and Biochemistry; Associate Professor, Integrative Sciences

### 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; Director, College of Integrative Sciences; Professor, Integrative Sciences; Professor, Environmental Studies; Co-Coordinator, Molecular Biophysics; Coordinator, Health Studies

### Michelle Aaron Murolo

BS, Clarion University of Pennsylvania; PHD, Yale University  
Associate Professor of the Practice in 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

### Teresita Padilla-Benavides

BS, Escuela Nacional de Ciencias B; MS, Centro de Investigacion y Estu; PHD, Centro de Investigacion y Estu  
Assistant Professor of Molecular Biology Biochemistry

## AFFILIATED FACULTY

### Candice M Etson

BA, New York University; BFA, New York University; PHD, Harvard University  
Assistant Professor of Physics; Assistant Professor, Chemistry; Assistant Professor, Integrative Sciences; 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, Integrative Sciences; Assistant Professor, Molecular Biology and Biochemistry

### Francis W. Starr

BS, Carnegie Mellon University; MS, Boston University; PHD, Boston University  
Professor of Physics; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry; Director, Integrated Design, Engineering and Applied Science

## VISITING FACULTY

### Manju Hingorani

BS, University of Bombay; PHD, Ohio State University  
Visiting Scholar in Molecular Biology Biochemistry

## EMERITI

### Anthony A. Infante

BA, Temple 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>)
- Informatics and Modeling: Robert Lane (<http://wesleyan.edu/academics/faculty/rlane/profile.html>)
- Pre-Majors and General Undergraduate Program: Michelle Murolo (<https://www.wesleyan.edu/academics/faculty/mmurolo/profile.html>)
- General Graduate Program: Don Oliver (<http://wesleyan.edu/academics/faculty/doliver/profile.html>)

# MOLECULAR BIOLOGY AND BIOCHEMISTRY MAJOR

## MAJOR DESCRIPTION

The major in Molecular Biology and Biochemistry (MB&B) emphasizes the application of modern molecular science to study the mechanisms of biological processes. In keeping with the culture of liberal education at Wesleyan university, the MB&B major is designed to accommodate a variety of interests and allow students to concentrate in particular areas such as Molecular Biology, Molecular Biophysics, Biochemistry, Cell Biology, Genetics, Integrative Genomic Sciences, and Computational Sciences and Modeling. The interdisciplinary nature and flexibility of the MB&B major also enables students to couple their affinity for biological sciences with other disciplines including mathematics, computer science, psychology, economics, government, anthropology, science in society, chemistry, biology etc. The MB&B major provides excellent preparation for a range of professional careers in medicine, public health, pharmaceutical/ biotechnology industry, public policy, science journalism, and teaching, among others.

## ADMISSION TO THE MAJOR

Students are encouraged to begin coursework 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 and MB&B182; associated laboratory MB&B191 and MB&B192) 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 coursework:

Code	Title	Hours
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	General Chemistry I	1
CHEM142/144	General Chemistry II	1

CHEM152	Introductory Chemistry Laboratory	0.5
Gateway Molecular Biology		
MB&B208	Molecular Biology	1
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
Physical Chemistry		
MB&B381	Physical Chemistry for the Life Sciences	1
Biochemistry		
MB&B383	Biochemistry	1
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

We require one semester of a Chemistry lab course, which would typically be satisfied by Introductory CHEM 152 (but could be satisfied instead by the Intermediate Chemistry Lab, CHEM 257). The Chemistry lab may be taken in fall or spring.

One semester of college mathematics is required (AP credit is not accepted). Students with deep theoretical knowledge in areas of mathematics, as evidenced by advanced coursework (e.g., in physics) or quantitative forms of research, may petition for the use of a less theoretical mathematics course (e.g., QAC courses) to satisfy the MB&B math major requirement.

One advanced laboratory class is required. 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 minor (<https://catalog.wesleyan.edu/certificates/molecular-biophysics/>) should take MB&B395, which is offered every other year in fall semester. The Chemistry Integrated Laboratory courses (CHEM375 and CHEM376) do not satisfy this requirement. Students taking both of the advanced lab courses (MB&B394 and MB&B395) may count one of the two courses as their **300**-level elective.

MB&B381 may be replaced by two semesters of Introductory Physics PHYS111 and PHYS112, or PHYS113 and PHYS116) or by Physical Chemistry (CHEM337 and CHEM338). In this case MB&B381 may count as one of the required **300**-level electives.

One of the two required electives must be a **300**-level MB&B course. This may be fulfilled by taking a 1.0-credit **300**-level course, or by taking two 0.5-credit **300**-level courses.

The second elective may be a **200**-level or **300**-level MB&B course. Two consecutive semesters of research (in the same laboratory) for credit (MB&B423 and MB&B424, Advanced Research Seminar) with an MB&B faculty member (or a pre-approved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can be substituted for the **200**-level elective, provided that it is taken for 1.0 credit each semester and a grade of B or higher is achieved. Honors Thesis (MB&B409 and MB&B410 ) may not be used to satisfy an elective requirement.

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. Prior approved courses outside MB&B that can be taken to satisfy the lower-level elective requirement include BIOL218 Developmental Biology, BIOL334 Shaping the Organism, and CHEM396 Molecular Modeling and Design. These courses offered by other (non-MB&B) departments may only be used to satisfy the 200-level elective requirement for completion of the MB&B major (even if the course has a 300-level designation).

**Pre-meds and pre-grads:** Organic chemistry laboratory courses (CHEM257 and CHEM258) are requirements for virtually all graduate and medical schools. Most medical schools also require one year of physics with related labs and two semesters of mathematics. Many MB&B majors take **200-** and **300-**level courses over the curriculum requirement to better prepare for graduate or medical school.

All of the life science community is enriched by the weekly departmental seminar series (<https://cascade1.wesleyan.edu/entity/open.act?type=page&id=129642b18185062c70413ea600c4caf8&confid=23c7cbcf8185062c01b56848b4fd8669>) held on Wednesdays at 12:10pm during the Academic Year, in which speakers are invited from different institutions to speak about their work. All are welcome to come learn about the latest cutting-edge research in the life sciences. You may receive a quarter credit for your attendance by enrolling in MB&B338 and/or MB&B339.

## COURSES FOR NON-MAJORS

Non-life-science majors are encouraged to consider MB&B103, MB&B107, 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 nonmajors 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

## STUDY ABROAD

Like all Wesleyan students, MB&B majors often choose to study abroad for a semester or more. In the past few years, MB&B majors have visited Australia, Chile, Denmark, South Africa, England, France, Tanzania, and Germany, among other countries. During their semester abroad, MB&B majors may choose to take courses that satisfy their major or general education requirements, and

may also arrange to do research at the host institution. Decisions about whether courses taken abroad can count for credit towards the MB&B major are made the department on a case-by-case basis. Students must have the appropriate “course approval” form signed before departure by the Chair of the MB&B department, and be sure to inform the Chair if they make changes to their schedule on arrival at their host institution.

## ADVANCED PLACEMENT

Prospective MB&B majors who have achieved a score of 4 or 5 in AP Biology may be eligible to place out of one the two Introductory Biology Courses (MB&B181 or MB&B182). 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.

**Students interested in placing out of MB&B181 in the fall semester should contact Professor Michelle Murolo** ([mmurolo@wesleyan.edu](mailto:mmurolo@wesleyan.edu) (<http://mailto:mmurolo@wesleyan.edu/>)) **regarding the placement exam.**

These courses are considered essential preparation for our upper level courses; **students are highly encouraged to enroll in both semesters.**

Prospective MB&B majors with a score of 4 or 5 in AP Chemistry must meet the Chemistry Department requirements for advanced placement credit (<https://www.wesleyan.edu/chem/advanced-placement.html>).

AP credit is not accepted for the math requirement.

## 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.

**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.

**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.

**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.

**American Society for Biochemistry and Molecular Biochemistry Research Award:** The ASBMB rewards exceptional rising seniors pursuing a degree in the molecular life sciences who have developed an exciting research project. More information is available on the ASBMB web page (<http://www.asbmb.org/education/studentchapters/awards/ugresearch/>).

**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

Molecular Biophysics Minor ([catalog.wesleyan.edu/certificates/molecular-biophysics/](https://catalog.wesleyan.edu/certificates/molecular-biophysics/)). An interdisciplinary program with faculty in the MB&B, chemistry, physics, and biology departments. To complete the Molecular Biophysics minor, 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.

Certificate program in informatics and modeling (<https://www.wesleyan.edu/imcp/>). The Integrative Genomic Sciences (IGS) pathway is an integrative program of coursework 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. The IGS course requirements are listed here ([https://www.wesleyan.edu/imcp/igs\\_courses\\_reqs.html](https://www.wesleyan.edu/imcp/igs_courses_reqs.html)).

## 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.

## ADDITIONAL INFORMATION

### UNDERGRADUATE RESEARCH OPPORTUNITIES

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 alongside PhD and MA students at the cutting edge of discovery in molecular biology and biochemistry. To complement laboratory experiences, MB&B majors are also encouraged to gain exposure to current research through journal clubs and seminars. Undergraduate research encompassing multiple semesters or summers may be used towards completion of a senior honors thesis, as well as the basis for pursuing a Master of Arts in MB&B through the BA/MA program.

For initial entry into the world of research, most students sign up for a semester of research for 0.5 or 1.0 credit (MB&B423 or MB&B424). This option allows students to test the waters with respect to research topics, environment, faculty, and graduate students in the department, without an overly long or binding commitment. Students are expected to dedicate at least 10 hours per week on their research project, which includes attendance in weekly group meetings and reading and discussion of current literature with group members, in addition to planning and performing experiments. In order to register for this individual tutorial, students must choose a faculty research mentor and submit an electronic tutorial form using the drop/add system in their Portal. This course may be taken more than once.

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 or pre-approved faculty member in another department conducting research in the fields of molecular biology, biochemistry, or biophysics.

Two readers (in addition to the research mentor) must be selected for review of honors theses in MB&B. It is expected that these readers will be MB&B research faculty; any exception requires approval of the MB&B department chair.

Additional information about the ([https://www.wesleyan.edu/registrar/honors/requirements\\_departments.html](https://www.wesleyan.edu/registrar/honors/requirements_departments.html))honors process can be found here.

## CAPSTONE EXPERIENCE

Independent laboratory research is strongly encouraged as it provides students with an exceptionally valuable learning experience. As research students, MB&B majors interact with faculty and graduate students in an environment that fosters strong intellectual and social connections. Moreover, many graduate and professional schools specifically recruit candidates with research experience. MB&B majors not interested in laboratory research can get a measure of this experience through participation in departmental and inter-departmental seminar series and journal clubs.

Faculty research interests cover an exciting range of current topics in molecular and cellular biology and biochemistry. Research areas include DNA replication and repair mechanisms, membrane transport processes, DNA-protein interactions, gene regulation, genome organization and structure, and membrane protein structure-function and dynamics. Students are encouraged to learn more about ongoing research ([https://www.wesleyan.edu/mbb/grad\\_studies/research\\_areas.html](https://www.wesleyan.edu/mbb/grad_studies/research_areas.html)) in the MB&B department.

All MB&B majors participate in independent research projects as part of our experimental-based advanced laboratory courses MB&B394 and MB&B395, at least one of which is required. Students interested in additional research can pursue the following options:

- Independent Research for Course Credit
- Summer Research Program
- Honors Thesis Research
- BA/MA Fifth Year Master's Program

# DOCTOR OF PHILOSOPHY IN BIOLOGY AND BIOCHEMISTRY

## GENERAL INTRODUCTION

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. The graduate program is an integral part of the departmental course 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 on a case by case basis. 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 in some years. 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. Graduate students must take at least 3.0 credits of 'lecture-style' courses in order to be eligible to take the Stage I

Qualifying examination, which is generally taken in January of the second year of study.

## PROGRESS AND QUALIFYING EXAMS

The criteria for admission to candidacy for the PhD will be performance in courses, aptitude for research, and two qualifying examinations taken in the second year. The Stage I Qualifying Examination is a written examination taken in January, and the Stage II Qualifying Examination is an oral defense of an original research proposal presented by the middle of the fourth semester.

## TEACHING

PhD candidates in the MB&B department are expected to participate as teaching assistants (TAs) in undergraduate courses for at least their first 3 semesters. If available, some students may then receive research assistant stipends (RAs) from extramural grants for the remainder of their PhD studies; otherwise, students may continue to receive TA stipends with associated teaching responsibility for the remainder of their PhD studies.

## RESEARCH

PhD students will normally complete two lab rotations during their initial two semesters, with the goal of being exposed to a broad range of research techniques and topics in molecular biology. Students generally select one of these rotation labs to pursue their PhD thesis work by the end of the first year, and will begin working on their thesis project during the first summer. The overarching goals of the research experience are to: (i) develop expertise in research methodologies; (ii) develop expertise at the cutting edge of a scientific field, including mastery of relevant literature; (iii) to contribute to the advancement of the field, typically culminating in two published papers in international peer-reviewed scientific journals; (iv) to become effective presenters of scientific data, in the context of their own published manuscripts, seminar presentations, written reports and thesis documents, evaluating published data in journal clubs and coursework, and by presenting at a professional scientific meeting. The MB&B department offers research opportunities across a broad range of topics, including but not limited to:

- 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

PhD students can pursue interdisciplinary specializations within the context of their PhD studies. Molecular Biology and Biochemistry offers two interdisciplinary paths in the areas of Molecular Biophysics (<http://www.wesleyan.edu/molbiophys/>) and Informatics and Modeling (<https://www.wesleyan.edu/imcp/>). Specialization in these areas is achieved through course work, seminars, journal clubs, and dissertation work performed under the guidance of program faculty.

## DISSERTATION AND DEFENSE

The most important requirement is a PhD thesis, an original contribution to the field that merits publication. The candidate will receive advice and guidance from their advising committee 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 faculty mentors. Students will select a thesis committee consisting of three additional faculty members, chosen by the student and thesis advisor, with at least two of these members being from the MB&B department. Thesis committee meetings must be scheduled at least once per year in order to provide committee members with updates on progress towards the degree. This committee determines when sufficient experimental work has been completed to begin writing the thesis towards a defense of the body of work. This committee serves as the final examination committee that must approve the final written document and its defense.

## ADDITIONAL INFORMATION

For additional information, please visit the department website ([http://wesleyan.edu/mbb/grad\\_studies/](http://wesleyan.edu/mbb/grad_studies/)).

# MASTER OF ARTS IN MOLECULAR BIOLOGY AND BIOCHEMISTRY

The MB&B Department offers graduate work leading to the degree of Master of Arts through the BA/MA program. The program has a strong research orientation, but also includes course work, seminars, and, in some cases, teaching. Students interested in the BA/MA program should declare their intention to do so no later than early in their senior year to permit the design of an acceptable program with a research advisor. The MB&B Department may also grant the degree of Master of Arts to students in the PhD program who do not complete the PhD.

## COURSES

Masters students are required to complete six credits. A typical schedule for five of the six credits can be found in the chart below. With permission from the department, students who received credit in 300-level MB&B electives that

were not used to fulfill major requirements for their BA degree (in MB&B or another major) may apply them towards the MA degree requirements. BA/MA students are expected to give an oral presentation on their research as part of our graduate seminar series.

### First Year

Fall		Hours
MB&B 500-LEVEL ELECTIVE		1.0
MB&B549	Advanced Research Seminar, Graduate	1.0
MB&B585 or MB&B507	Seminar in Molecular Biology or Molecular Biophysics Journal Club I	.5
MB&B557	Research Seminars in Molecular Biology	0.25
MB&B338	Biology and MB&B Symposium I	.25
	Hours	3
Spring		
MB&B 500-LEVEL ELECTIVE		1.0
MB&B550	Advanced Research Seminar, Graduate	1.0
MB&B586 or MB&B508	Seminar in Molecular Biology or Molecular Biophysics Journal Club II	.5
MB&B558	Research Seminars in Molecular Biology	0.25
MB&B539	Biology and MB&B Symposium II	.25
	Hours	3
	Total Hours	6

## PROGRESS AND QUALIFYING EXAMS

Progress and Qualifying Examinations are not required for the MB&B MA degree.

## TEACHING

There are no requirements to TA for the BA/MA program.

## RESEARCH

MA students will continue research they began as undergraduate students. This includes at least one summer of full-time research. MA students will pursue a thesis topic that addresses important scientific questions in the field. MA students will develop expertise in cutting edge methodologies in molecular biology and biochemistry, extensively read the literature relevant to their thesis project, and present their results at a departmental seminar. MA students often contribute their data towards publication of a co-authored, peer-reviewed journal article, but this is not a formal requirement for the degree.

## CONCENTRATIONS

There are no formal tracks for the MA degree, although working within the lab of a participating faculty member will provide some of the same learning opportunities as described for the Molecular Biophysics and Informatics and Modeling programs.

## THESIS AND DEFENSE

MB&B's BA/MA and terminal MA students are expected to submit and orally defend a formal thesis document that describes the research they have carried out in partial fulfillment of the Master's degree requirements. BA/MA students will select a thesis committee in the first semester of the MA year. The thesis committee will consist of their research advisor and two additional faculty members where at least one is from the MB&B department. Upon completing the research goals for the thesis, and in consultation with their thesis committee, students will complete their MA thesis document and schedule an oral defense. The thesis committee serves as the final examination committee that must approve the final written document and its defense.

## ADDITIONAL INFORMATION

# 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; PHD, 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

### Alcee Chriss

BM, Oberlin College; MM, Oberlin College  
Artist-in-Residence, Music; University Organist

### John Wesley Dankwa

BA, University of Cape Coast; MA, University of Cape Coast; PHD, Wesleyan University  
Assistant Professor of Music

### Saida Daukeyeva

BMU, Moscow State Tchaikovsky Conservatory; PHD, Moscow State Tchaikovsky Conservatory; PHD, School of Oriental and African Studies, University of London  
Assistant Professor of Music; Assistant Professor, Russian, East European, and Eurasian Studies

### Roger Mathew Grant

BM, Ithaca College; PHD, University of Pennsylvania  
Dean of the Arts and Humanities; Associate Professor of Music

### I. Harjito

MA, Akademi Seni Karavitan

University Professor of Music

### Jay Clinton Hoggard

BA, Wesleyan University; MA, Wesleyan University  
Professor of Music; Chair, 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 at Madison; MA, New York University; PHD, New York University  
Associate Professor of Music

### David Paul Nelson

BA, Kalamazoo College; MFA, California Institute of Arts; PHD, Wesleyan University  
Adjunct Associate Professor of Music

### Nadya Potemkina

DMA, The University of Memphis; MM, University of Northern Iowa; MM, Ball State University  
Adjunct Associate Professor of Music; Adjunct Associate Professor, Russian, East European, and Eurasian Studies

### 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, Feminist, Gender, and Sexuality Studies; Associate Professor, East Asian Studies

## VISITING FACULTY

### Noah Baerman

BM, Rutgers University School of Arts; MM, Rutgers University School of Arts  
Director, Jazz Ensemble

### John E. Biatowas

BA, Colgate University; MA, University of Connecticut  
Director, Chamber Music Ensemble

### Jin Hi Kim

BA, Seoul National University; MFA, Mills College  
Adjunct Assistant Professor of Music

### Salvatore LaRusso

BMU, Eastman School of Music; MS, Fairfield University  
Director, Wesleyan Wind Ensemble

### Chia-Yu Joy Lu

BFA, National Taiwan Normal University; MA, University of Sheffield  
Graduate Student, ETHN-PHD; Director, Chinese Music Ensemble

### Marichal B. Monts

BA, Wesleyan University  
Conductor, Ebony Singers

### Briele Scott

MM, University of Delaware



Graduate Student, MUSC-MA; Visiting Instructor in Music

**Fumi Tanakadate**

Visiting Instructor in 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

**Ronald Ebrecht**

BM, Southern Methodist University; MM, Yale University

University Organist, 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

## PRIVATE MUSIC LESSON INSTRUCTORS

**Stan Scott** - Banjo

**Roy Wiseman** - Bass

**Garrett Bennett** - Bassoon

**Julie Ribchinsky** - Cello

**Pheeroan Aklaiff** - Drums

**Peter Craig Edwards** - Traditional Fiddle Styles

**Sarah Stockton** - Flute

**Robert Hoyle** - French Horn

**Cem Duruoz** - Guitar

**Tony Lombardozi** - Guitar, Jazz and Blues

**Megan Sesma** - Harp, Classical and Folk

**Stan Scott** - Mandolin/Guitar/North Indian Vocal

**Libby Van Cleve** - Oboe

**Eugene Bozzi** - Percussion and Drums

**Carolyn Halsted** - Piano

**Yvonne Troxler** - Piano

**Fred Simmons** - Piano, Jazz

**John Bergeron** - Recording Studio Production

**Garrett Bennett** - Saxophone

**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

Su Zheng

## 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:

Code	Title	Hours
<b>One Course in the Music Theory Gateway Category</b>		<b>1</b>
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.'

Code	Title	Hours
<b>One Course in the History/Culture Gateway Category</b>		<b>1</b>
MUSC102	World Music	
MUSC106	A Thousand Years of Music History	
MUSC109	Introduction to Experimental Music	
MUSC110	Introduction to South Indian Music	
MUSC111	Music and Theater of Indonesia	
MUSC115	Introduction to North Indian Music	
MUSC117	Musicking Body	

**Note:** For the Class of 2019, the history/culture capability prerequisite can be met with any course in that category.

Code	Title	Hours
<b>One Course in the Performance Category</b>		<b>1</b>
MUSC 405, MUSC 413 through MUSC 464		

**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 4 OR 5 BUT THE AP CREDIT WILL NOT APPEAR 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, \$780 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:

Code	Title	Hours
<b>Theory Gateways</b>		
MUSC103	Materials and Design	1
MUSC201	Tonal Harmony	1
MUSC202	Theory and Analysis	1
MUSC210	Theory of Jazz Improvisation	1
<b>History/Culture Gateways</b>		
MUSC102	World Music	1
MUSC106	A Thousand Years of Music History	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
MUSC117	Musicking Body	1
<b>FYS Courses</b>		
MUSC116F	Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)	1

MUSC117F	Musicking Body (FYS)	1
MUSC118F	Bob Dylan and His World: Sources and Legacies (FYS)	1
MUSC124F	Mapping Culture (FYS)	1
MUSC125F	Music and Downtown New York, 1950-1970 (FYS)	1
MUSC126F	Poetry and Song (FYS)	1
<b>Theory/Composition</b>		
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
MUSC223	Music, Recording, and Sound Design	1
MUSC230	Music Theater Workshop (cross list)	1
<b>History/Culture</b>		
MUSC108	History of Rock and r&b	1
MUSC127	Popular Music in Reform China	1
MUSC241	Allegory and Devotion in 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
MUSC248	Music in Outer Space	1
MUSC250	Film and Folk Music of India	1
MUSC261	Music and Modernity in China, Japan, and Korea	1
MUSC265	African Presences I: Music in Africa	1
MUSC269	Sacred and Secular African American Musics	1
MUSC272	History of Jazz in American Culture	1
MUSC274	Hymnody in the United States Before the Civil War	1
MUSC275	Music and Downtown New York	1
MUSC277	Jazz Avant-Gardes	1
MUSC290	Research Skills in Ethnomusicology--IRL & Digital	1
MUSC291	The Gendering of Music in Cross-Cultural Perspective	1
MUSC293	Mapping Culture	1
MUSC294	Queer Opera	1
MUSC295	Global Hip-Hop	1
MUSC296	Soundscapes of Islam	1
MUSC297	Music of Central Asia	1
<b>Major Seminars</b>		
MUSC300	Seminar for Music Majors	1
MUSC304	Arranging and Composing for Jazz Orchestra	1
<b>Performance/Study Groups</b>		
MUSC405	Private Music Lessons for Nonmusic Majors	1

MUSC406	Private Music Lessons for Declared Music Majors	1
MUSC413	Korean Drumming and Creative Music	1
MUSC414	Korean Drumming and Creative Music Advanced	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	Piping Performance: An Exploration of Artistic Expression through the Pipe Organ	1
MUSC442	Chamber Music Ensemble	1
MUSC443	Wesleyan Wind Ensemble (WesWinds)	1
MUSC444	African Popular Music Performance	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
MUSC461	Sound Systems: The How of Hearing	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
MUSC464	Laptop Ensemble	1
<b>Graduate Courses</b>		
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	Graduate Seminar in Composition II	1
MUSC510	Graduate Proseminar in World Music Studies	1
MUSC513	Improvisation in Cross-Cultural Perspective	1
MUSC517	Sex/Gender/Queerness in Music and Music Scholarship	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.

## DOCTOR OF PHILOSOPHY IN MUSIC

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. Many traditions are represented by faculty members through teaching and performing African American, Caribbean, East Asian, Euro-American, Indonesian, South Indian (*Karnatak*), West African, and experimental musics, and there are many opportunities for individual and ensemble study/performance.

**Director of Graduate Studies in Music:** Sumarsam

## COURSES

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

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

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.

## RESEARCH

PhD candidates in ethnomusicology are required to complete a dissertation and defense in their area of expertise. Research may include field work, archival research, engagement in performance, and learning a field language, among other practices.

## DISSERTATION AND DEFENSE

## ADDITIONAL INFORMATION

For additional information, please visit the department website at [wesleyan.edu/music/graduate/](http://wesleyan.edu/music/graduate/). (<http://wesleyan.edu/music/graduate/>)

## MASTER OF ARTS IN MUSIC

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. Many traditions are represented by faculty members through teaching and performing African American, Caribbean, East Asian, Euro-American, Indonesian, South Indian (*Karnatak*), West African, and experimental musics, and there are many opportunities for individual and ensemble study/performance.

**Director of Graduate Studies in Music:** Sumarsam

## COURSES

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.

## 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.

## PROGRESS AND QUALIFYING EXAMS

Students in ethnomusicology submit a written thesis of original research and, if relevant, a public presentation of original work to a thesis committee. The final review or original works culminates in a thesis defense.

For students in composition, the essay may discuss the nature and form of their creative work, but it must also include a researched discussion of the broader context of that work, such as the musical discourse or social context within which it was conceived. Alternatively, the thesis may also forgo any discussion of the student's creative work and focus fully on a research topic.

## RESEARCH

Masters students in ethnomusicology are required to complete a unique thesis and defense in their area of expertise. Research may include field work, archival research, engagement in performance, and learning a field language, among other practices.

The creative work of MA students in composition can range through many forms of auditory culture, including musical compositions, sound installations, and the design of musical instruments and systems. The composition thesis includes the presentation of this work in a performance, installation or other public forum and a written essay. The research expectations of the thesis essay are developed in consultation with a thesis advisor and other music faculty.

## THESIS AND DEFENSE

An ethnomusicology 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.

## ADDITIONAL INFORMATION

For additional information, please visit the department website at [wesleyan.edu/music/graduate/](http://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, psychology, and chemistry. 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/) (<http://wesleyan.edu/nsb/>).

## FACULTY

### Helen B. Treloar

BS, University of Melbourne; PHD, University of Melbourne  
Associate Professor of the Practice in Neuroscience and Behavior

## AFFILIATED FACULTY

### Gloster B. Aaron

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

### Stephen H. Devoto

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

### Youssef Ezzyat

BSE, Princeton University; PHD, New York University  
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior

### Barbara Jean Juhasz

BA, Binghamton University; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Jeffrey L. Shames Professor of Civic Engagement; Professor of Psychology; Chair, Neuroscience and Behavior; Professor, Education Studies; Professor, Neuroscience and Behavior; Professor, Integrative Sciences; Coordinator, Civic Engagement

### Matthew M. Kurtz

BA, Reed College; MA, Princeton University; PHD, Princeton University

Professor of Psychology; Professor, Neuroscience and Behavior

### Laverne Melon

BA, Middlebury College; MS, SUNY at Binghamton University; PHD, Purdue University W Lafayette  
Assistant Professor of Biology; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Janice R. Naegle

BA, Mount Holyoke College; PHD, Massachusetts Institute of Technology  
Dean of the Natural Sciences and Mathematics; Alan M. Dachs Professor of Science; Professor of Biology; Professor, Neuroscience and Behavior; Professor, Integrative Sciences

### Alison L. O'Neil

BS, Binghamton University; PHD, Montana State University  
Assistant Professor of Chemistry; Assistant Professor, Neuroscience and Behavior; Assistant Professor, Integrative Sciences

### Andrea L. Patalano

BA, Brown University; MA, University of Michigan; PHD, University of Michigan  
Professor of Psychology; Professor, Neuroscience and Behavior

### Charles A. Sanislow

BS, Northern Michigan Univ; MA, Ball State University; PHD, Duke University  
Professor of Psychology; Professor, Neuroscience and Behavior

## VISITING FACULTY

### Nihal C. de Lanerolle

BA, Cambridge University; DS, University of Sussex; MA, Cambridge University; PHD, University of Sussex  
Adjunct Professor of Neuroscience and Biology

## DEPARTMENTAL ADVISING EXPERT

Barbara Juhasz

# 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://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 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. Some courses appear in both Biology and Psychology lists but may be counted only once, in either category.

#### Cross-listed with biology

- NS&B224 Hormones, Brain, and Behavior
- NS&B239 Functional Anatomy of the Human Brain\*
- NS&B244 Neuropharmacology
- NS&B245 Cellular Neurophysiology
- 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&B357 ([https://owaprod-pub.wesleyan.edu/reg/lwesmaps\\_page.html?stuid=&facid=NONE&crse=015539&term=1199](https://owaprod-pub.wesleyan.edu/reg/lwesmaps_page.html?stuid=&facid=NONE&crse=015539&term=1199)) Sex and Gender: From Synapse to Society
- NS&B353 Neurobiology of Neurological Disorders\*
- NS&B356 Neurodevelopmental Disorders\*
- NS&B360 Calderwood Seminar in Public Writing: Neuroplasticity and the Brain

#### Cross-listed with psychology

- NS&B220 Cognitive Psychology
- NS&B221 Human Memory
- 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&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

- BIOL242 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&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 listed in both categories A. or B. can be counted only in A. or B. but not both.

**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 <https://catalog.wesleyan.edu/departments/nsb/grad-nsb/> as well as the Graduate Studies page: <http://wesleyan.edu/grad/degree-programs/bama.html> (<http://www.wesleyan.edu/grad/degree-programs/bama.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 Wednesdays. 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.

# MASTER OF ARTS IN NEUROSCIENCE AND BEHAVIOR

## BA/MA PROGRAM

The Neuroscience & Behavior Program offers graduate work leading to the degree of Master of Arts through the BA/MA program. The program has a strong research orientation. It also includes course work, seminars, and, in some cases, teaching. A student hoping to enter this program will be expected to declare the intention to do so in the first semester of their junior year to permit the design of an acceptable program with both the major department and a research advisor within that department.

## COURSES

### BA/MA PROGRAM

The MA will require a minimum of 6 credits in addition to the 32 necessary for the Wesleyan BA. Three credits will be earned through Journal Club I & II (0.25 credits x 2 = 0.50), Advanced Research NS&B549/NS&B550 (1.0 credits x 2 = 2.0) and Research Seminar (.50 credits). The remaining credits will be earned through lecture, lab, or seminar courses (200, 300, or 500-level) determined by the student and mentor; a minimum of two of these must be one-credit courses. MA credit will only be awarded for academic work in which grades of B minus or higher have been earned. A student in the BA/MA program who earns more than 32 credits during the BA may apply any excess credits toward the MA, providing that they are relevant to the research area and they have not been used to fulfill an undergraduate major requirement.

## LANGUAGE REQUIREMENT

There are no language requirements for the BA/MA Program in NS&B.

## PROGRESS AND QUALIFYING EXAMS

A 3-member committee of the faculty will be established upon acceptance in the BA/MA program. The candidate will meet with their committee in early stages of research and meet with them in the second semester of their MA year. This committee determines when sufficient experimental work has been completed and must approve the final written document. Students in this program are required to submit a MA thesis describing the research which they have carried out in partial fulfillment of the degree requirements.

## TEACHING

There are no requirements for BA/MA candidates to teach although the opportunity may arise.

## RESEARCH

Students conduct research and complete a written thesis in partial fulfillment of their MA degree. For the most recent information regarding the research carried out by faculty in the NS&B program, please visit the NS&B website: <https://www.wesleyan.edu/nsb/faculty.html>

## THESIS AND DEFENSE

Students in this program will submit an MA thesis describing the research and will present this to their committee in a closed-door oral defense of the thesis. Following the oral defense with the thesis committee, the students will receive two grades for their thesis work: one for the oral component and one for the written component of the thesis. Additionally, students are required to give a public presentation during the research seminar (BIOL557 or CHEM587/CHEM588) describing their research as partial fulfillment of the degree requirements.

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# PHILOSOPHY

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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;  
Director, Center for Global Studies; 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;  
Coordinator, Animal Studies

### Steven W. Horst

BA, Boston University; PHD, University of Notre Dame  
Professor of Philosophy; Chair, Philosophy; Professor, Science in Society;  
Coordinator, Christianity Studies

### Tushar Irani

BA, Colgate University; PHD, Northwestern University  
Associate Professor of Letters; Associate Professor of Philosophy

### Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University;  
PHD, Northwestern University  
Hedding Professor of Moral Science; Professor of Philosophy; Professor of  
Science in Society; Professor, Environmental Studies

### Sanford Shieh

AB, Cornell University; BA, Cornell University; BA, Oxford University; PHD,  
Harvard University  
Professor of Philosophy

### Elise Springer

BA, Wesleyan University; MA, University of Connecticut; PHD, University of  
Connecticut  
Associate Professor of Philosophy; Associate Professor, Feminist, Gender, and  
Sexuality Studies

## AFFILIATED FACULTY

### Daniel Smyth

BA, University of Chicago; MA, University of Chicago; PHD, University of Chicago  
Assistant Professor of Letters; Assistant Professor, German Studies; Assistant  
Professor, Philosophy

## VISITING FACULTY

### Alessandra Buccella

BA, Università di Milano; degli Studi di Milano; MA, Università di Milano; degli Studi di  
Milano; MA, Universidad de Barcelona; PHD, University of Pittsburgh  
Visiting Assistant Professor of Philosophy

### Sharisse Leigh Kanet

BA, Wesleyan University; MA, CUNY Queens College; PHD, CUNY The Graduate  
Center  
Visiting Assistant Professor of Philosophy

### William Paris

BA, Susquehanna University; MA, New York University; PHD, Pennsylvania State  
University  
Frank B. Weeks Visiting Assistant Professor of Philosophy

## EMERITI

### Brian C. Fay

BA, Loyola Marymount University; DPHIL, Oxford University; MA, Oxford  
University; MAA, Wesleyan University  
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.

Code	Title	Hours
<b>Introductory</b>		
History: PHIL 201-210		
Values: PHIL 211-229		
Mind & Reality: PHIL 230-249		
<b>Intermediate</b>		
History: PHIL 250-265		
Values: PHIL 266-285		
Mind & Reality: PHIL 286-299		
<b>Advanced</b>		
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

Code	Title	Hours
<b>Distribution</b>		
1 History		
1 Value		
1 Mind & Reality		
<b>Concentration</b>		
None required		
<b>Advanced</b>		
2 seminars taken as juniors/seniors		
<b>Electives</b>		
5 electives, including up to 2 non-PHIL		
<b>Thesis Project</b>		
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

Code	Title	Hours
<b>Distribution</b>		
1 History -or- 1 Mind & Reality		
<b>Concentration</b>		
5 - course concentration, including 2 beyond PHIL		
<b>Advanced</b>		
2 seminars taken as juniors/seniors		
<b>Electives</b>		
2 electives from PHIL		
<b>Thesis project</b>		
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:

Code	Title	Hours
Sample Concentration 1: Human Rights in China		
PHIL272	Human Rights Across Cultures	
PHIL278	Political Philosophy	
CEAS271	Political Economy of Developing Countries	
CEAS297	Chinese Politics	
PHIL263	Modern Chinese Philosophy	

Code	Title	Hours
Sample Concentration 2: Challenging The Carceral State		
PHIL214	Reasoning About Justice	
PHIL268		
ANTH302	Critical Perspectives on the State	
PHIL211	Critical Philosophy of Race	
GOVT159	The Moral Basis of Politics	

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

### 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)

### Christine Kemp

BA, Skidmore College; MA, Bridgewater State College  
Adjunct Assistant Professor of Physical Education; Head Coach of Field Hockey

### Shona Kerr

BMU, Cardiff University  
Adjunct Professor of Physical Education; Head Coach of Squash (Men's Women's)

### 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  
Senior 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  
Adjunct Professor of Physical Education; Head Coach of Men's Basketball

### Peter Gordon Solomon

BS, North Carolina State University; MA, University of Connecticut  
Adjunct Professor of Physical Education; Head Coach of Swimming/Diving (Men's Women's)

**Ben Somera**

BA, University Southern Calif  
Adjunct Associate Professor of Physical Education; Head Coach of Volleyball

**Patrick Tynan**

BS, University of Massachusetts Amherst  
Adjunct Professor of Physical Education; Head Coach of Women's Crew

**Michael F. Whalen**

BA, Wesleyan University; MS, Springfield College Ma  
Frank V. Sica Director of Athletics and Chair, Physical Education; Adjunct Professor of Physical Education

**Geoffrey H. Wheeler**

BA, Dartmouth College  
Adjunct Professor of Physical Education; Head Coach of Men's Soccer

**Kim Williams**

BA, C.W. Post Campus, LIU  
Adjunct Professor of Physical Education; Head Coach of Women's Lacrosse

**Mark A. Woodworth**

BA, Wesleyan University; MALS, Wesleyan University  
Adjunct Professor of Physical Education; Head Coach of Baseball

## VISITING FACULTY

**Jon C. Wilson**

Head Coach of Women's Golf

## EMERITI

**John S. Biddiscombe**

BS, Springfield College Illinois; MED, Slippery Rock University  
Adjunct Professor of Physical Education, Emeritus

**Albert Terry Jackson**

BS, Springfield College Illinois; MED, Springfield College Illinois  
Adjunct Professor of Physical Education, Emeritus

**Patricia Klecha-Porter**

BS, Ithaca College; MS, Springfield College Illinois  
Adjunct Professor of Physical Education, Emerita

**Gale Lackey**

BS, West Chester University; MED, West Chester University  
Adjunct Professor of Physical Education, Emerita

**Donald E. Long**

BS, Springfield College Ma  
Adjunct Professor of Physical Education, Emeritus

**Donald M. Russell**

Professor of Physical Education, Emeritus

**David F. Snyder**

BS, St. Lawrence University  
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 quantum computing, single molecule biophysics, soft condensed-matter physics, charge transport in photovoltaic devices, fluid dynamics, 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; Co-Coordinator, Informatics and Modeling

### Fred M. Ellis

BS, University of Massachusetts Amherst; MAA, Wesleyan University; PHD, University of Massachusetts Amherst  
Professor of Physics; Chair, Physics

### Candice M Etson

BA, New York University; BFA, New York University; PHD, Harvard University  
Assistant Professor of Physics; Assistant Professor, Chemistry; Assistant Professor, Integrative Sciences; Assistant Professor, Molecular Biology and Biochemistry

### Lutz Hüwel

PHD, University of Gottingen  
Professor of Physics

### Tsampikos Kottos

BA, University of Crete; MS, University of Crete; PHD, University of Crete  
Lauren B. Dachs Professor of Science and Society; Professor of Physics; Professor, Integrative Sciences; Professor, Mathematics

### Thomas J. Morgan

BA, Montana State University; BS, Montana State University; MAA, Wesleyan University; MSC, University of California, Berkeley; PHD, University of California, Berkeley  
Foss Professor of Physics; Professor of Physics

### George Mathew Paily

MSC, Indian Institute of Technology; PHD, Pennsylvania State University  
Assistant Professor of the Practice in Physics

### Meng-ju Renee Sher

BA, Wesleyan University; MA, Harvard University; PHD, Harvard University  
Assistant Professor of Physics; Assistant Professor, Environmental Studies; Assistant Professor, Integrative Sciences

### Francis W. Starr

BS, Carnegie Mellon University; MS, Boston University; PHD, Boston University  
Professor of Physics; Professor, Integrative Sciences; Professor, Molecular Biology and Biochemistry; Director, Integrated Design, Engineering and Applied Science

### Brian A. Stewart

BS, Stanford University; PHD, Massachusetts Institute of Technology  
Professor of Physics; Professor, Environmental Studies; Professor, Integrative Sciences

### Min-Feng Tu

BS, National Tsing Hua University; MS, California Institute Tech; PHD, California Institute Tech  
Assistant Professor of the Practice in Physics

### Greg A. Voth

BS, Wheaton College; MS, Cornell University; PHD, Cornell University  
Professor of Physics; Professor, Integrative Sciences

## EMERITI

### Ralph F. Baierlein

BA, Harvard University; MAA, Wesleyan University; PHD, Princeton University  
Charlotte Ayres Professor of Physics, Emeritus

### Richard W. Lindquist

BS, Worcester Poly Institute; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
Professor of Physics, Emeritus

### Robert J. Rollefson

BA, University of Wisconsin at Madison; MAA, Wesleyan University; PHD, Cornell University  
Professor of Physics, Emeritus

### William L. Trousdale

Associate Professor of Physics, Emeritus

## DEPARTMENTAL ADVISING EXPERTS

- Candice Etson and Reinhold Blumel, *Class of 2021*
- Fred Ellis and Greg Voth, *Class of 2022*

# PHYSICS MAJOR

## MAJOR DESCRIPTION

*“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 quantum computing, single molecule biophysics, soft condensed-matter physics, charge transport in photovoltaic devices, fluid dynamics, 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.

## 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 should discuss with a member of the physics faculty whether to take calculus during the first year, then PHYS113 in the first semester of the sophomore year, or whether to try PHYS113 simultaneously with the first calculus course.
- Students who have had a strong preparation in physics and calculus may take PHYS215/PHYS219. These courses are intended for majors but are 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, 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 part of the required gateway to 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 the requirements shown in the table below. The sequence of gateway courses described above provides the foundation for the core major courses. Students should 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 eight lecture courses and two laboratory courses. The lecture course requirement includes (a) four core physics courses which must be taken graded (A-F): PHYS213, PHYS214, PHYS316, and PHYS324; and (b) an additional four elective lecture credits at the **200**, **300**, or **500** level. At least one of the elective courses must be a PHYS lecture course at the 300 level, usually PHYS313 or PHYS315. The two laboratory courses can be chosen from PHYS342, PHYS345, PHYS340, or a 1-credit research tutorial with a physics faculty member. One of the two laboratory courses must be an advanced experimental laboratory class, currently PHYS342 or PHYS345.

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 PHYS565, MATH226, 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 substitute upper-level lecture 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. Substitution of more than two courses requires approval from the department. Preapproved tracks that satisfy requirement (b) are available here.

## PHYSICS MAJOR REQUIREMENTS

### COURSE CODE

### COURSE TITLE

**Gateway courses:** The necessary foundation for the physics major.

PHYS113	General Physics I
PHYS116 and PHYS124	General Physics II and General Physics Laboratory II
MATH221 or MATH223	Vectors and Matrices or Linear Algebra
MATH222	Multivariable Calculus

**Core Courses:** Four required courses which must be taken graded (A-F)

PHYS213	Waves and Oscillations
PHYS214 (prerequisite MATH221 or MATH223. Math requirement can be taken concurrently)	Quantum Mechanics I
PHYS324 (prerequisite PHYS124 and MATH222)	Electricity and Magnetism
PHYS316	Thermal and Statistical Physics

**Electives:** Four credits from the following list of lecture courses.\* **One of the four needs to be a 300-level physics course.**

PHYS207	Introduction to Biophysics
PHYS215 (half credit)	Special Relativity
PHYS217	Nonlinear Dynamics and Chaos
PHYS219 (half credit)	Introduction to Contemporary Physics
PHYS313	Classical Dynamics
PHYS315	Quantum Mechanics II
PHYS358 (Pre-requisite PHYS315)	Condensed Matter Physics

**Laboratory Courses:\*\*** Two laboratory courses

PHYS342 (half credit)	Experimental Optics
PHYS345 (half credit)	Electronics Lab
PHYS340 (half credit)	Computational Physics
PHYS423/PHYS424 (1 credit)	Research Seminar, Undergraduate

\* It is possible for elective credits to be substituted by upper-level lecture courses in other departments. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study. Preapproved tracks that satisfy the elective lecture course requirement are available.

\*\* One of the laboratory courses must be an advanced experimental lab, currently either PHYS342 or PHYS345.

## 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 uses less calculus and is often the choice for students studying physics for life science applications. PHYS113/PHYS116 uses more calculus and is the foundation for future work in physics, engineering, and related fields. 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.

## GENERAL EDUCATION

There are no General Education requirements imposed by the Physics Department for either the physics major or honors in physics; the Department strongly encourages students to fulfill the Wesleyan expectation.

## STUDENT LEARNING GOALS

The course of study leading to the BA in physics is designed to provide students the skills to extend the description of natural phenomena to include the precision and predictive qualities of mathematics. Proficiency with these skills in the main subject areas of physics, along with the appreciation of experimental observation through research, 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.

## STUDY ABROAD

The Physics Department encourages study abroad as an opportunity to provide our majors an appreciation of their potential as citizens of the world scientific community. Careful planning in consultation with a physics advisor is recommended to determine the optimum semester for a study abroad experience to ensure that requirements for the major can be fulfilled.

## 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, though special regulations apply with regard to other physics credits. Please check with the registrar or a departmental advisor.

## PRIZES

**Bertman Prize** - Awarded to a senior majoring in physics who emulates the qualities that made Bud Bertman a valuable friend and respected colleague, e.g.,

physical insight and intuition, enthusiasm, resourcefulness, perseverance, and eagerness to help others.

**Van Dyke Prize** - Awarded to students majoring in physical science who show outstanding academic achievement and a promise of productivity in a professional career.

**Outstanding Contribution to Science Education Award** - Awarded to a senior who has demonstrated exceptional skills as an undergraduate course assistant.

**Johnston Prize** - In recognition of those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

## TRANSFER CREDIT

Up to two outside credits for physics courses may be applied toward the physics major from another institution. Prior permission must be obtained from both your physics advisor and the departmental liaison Professor Fred Ellis (fellis@wesleyan.edu) to ensure creditability of the specific courses.

## 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 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.

## ADDITIONAL INFORMATION

**Colloquia** - This series of seminars features distinguished scientists from other institutions and/or the workplace 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 in Exley 058 and are open to all members of the University community. Undergraduates are especially welcome.

**Society of Physics Students (SPS)** - Wesleyan's SPS is a chapter of a national association of undergraduates who are interested in sharing their physics experience with others. They meet to support each other in the scientific community, plan events each semester to bring the department members together, and plan community outreach activities. Chapter Mentor: Professor Candice Etson (cetson@wesleyan.edu)

## BA/MA PROGRAM

This is a curricular option for those students who, along with their research mentor, desire an intensive research experience that an additional year of study can afford. During the additional year, the student will complete additional coursework and write an MA thesis based on original research. Students interested in this possibility should consult their research mentor as early as possible.

## 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 the 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)

## DOCTOR OF PHILOSOPHY IN PHYSICS

The Physics Department offers graduate work leading to the PhD degree. 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.

## COURSES

PhD students must take (or place 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. Incoming students plan a course of study in consultation with the graduate advisor to prepare for the qualifying examination. 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.

## LANGUAGE REQUIREMENT

There is no foreign language requirement.

## PROGRESS AND QUALIFYING EXAMS

Three formal examinations serve to define the various stages of the student's progress to the degree. The qualifying examination, usually taken at the end of the first 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. After passing the qualifying examination, each student should form an advisory committee in consultation with their research advisor. Usually by the end 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.

Each student who has passed the candidacy examination is required to present an annual informal talk on his or her thesis work in a departmental seminar.

## 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,

wave transport, granular and turbulent fluid flows, 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.

## DISSERTATION AND DEFENSE

Each candidate for the PhD degree is required to write a dissertation on original and significant research 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) (<http://wesleyan.edu/physics/graduate/>).

## MASTER OF ARTS IN PHYSICS

The BA/MA program 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). (<https://catalog.wesleyan.edu/departments/phys/grad-phys/wesleyan.edu/grad/degree-programs/ba-ma.html>)

The Physics Department also offers graduate work leading to the MA degree either through the BA/MA program or through termination of pursuit of a PhD.

## COURSES

A minimum of six credits are required for the MA. Of these, three must be in advanced coursework at the 300 level and above. The remaining credits may be earned through research and seminar courses. The student must complete at least two semesters of thesis research culminating in an MA thesis. MA credit will only be awarded for courses in which grades of B minus or higher are earned.

## LANGUAGE REQUIREMENT

There is no foreign language requirement.

## PROGRESS AND QUALIFYING EXAMS

Students pursuing an MA through the BA/MA program or through termination of pursuit of a PhD should form an advisory committee early in their program in consultation with their research mentor.

Each MA student is required to present an annual informal talk on his or her thesis work in a departmental seminar.

## 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. Masters' students have the opportunity for some undergraduate teaching under direct faculty supervision.

## 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, wave transport, granular and turbulent fluid flows, 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 AND DEFENSE

Each candidate for the MA degree is required to write a thesis on original and significant research 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 thesis research 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) (<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  
Professor of Psychology

### Sarah Kristin Carney

BA, Connecticut College; MA, Wesleyan University; PHD, CUNY The Graduate Center  
Assistant Professor of the Practice in 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; Professor, Education Studies

### Royette Tavernier Dubar

MS, Brock University; PHD, Brock University  
Assistant Professor of Psychology

### Youssef Ezzyat

BSE, Princeton University; PHD, New York University  
Assistant Professor of Psychology; Assistant Professor, Neuroscience and Behavior

### Barbara Jean Juhasz

BA, Binghamton University; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Jeffrey L. Shames Professor of Civic Engagement; Professor of Psychology; Chair, Neuroscience and Behavior; Professor, Education Studies; Professor, Neuroscience and Behavior; Professor, Integrative Sciences; Coordinator, Civic Engagement

### 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; Professor, Neuroscience and Behavior

### Alexis May

BA, Wesleyan University; MA, University British Columbia; PHD, University British Columbia

Assistant Professor of Psychology; Assistant Professor, Integrative Sciences

### Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University  
Willbur Fisk Osborne Professor of Natural Science; Professor of Psychology; Chair, Psychology; 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

BA, University Minnesota Mpls; PHD, Stanford University  
Professor of Psychology

### Patricia M Rodriguez Mosquera

BA, Autonoma University of Madrid; MA, Autonoma University of Madrid; PHD, University of Amsterdam  
Professor of Psychology; Professor, Feminist, Gender, and Sexuality Studies

### Charles A. Sanislow

BS, Northrn Michigan Univ; MA, Ball State University; PHD, Duke University  
Professor of Psychology; Professor, Neuroscience and Behavior

### Anna Shusterman

PHD, Harvard University; SB, Brown University  
Associate Professor of Psychology; Co-Chair, College of Education Studies

### Steven E. Stemler

BS, University of Washington; MED, Boston College; PHD, Boston College  
Associate Professor of Psychology; Co-Chair, College of Education Studies

## VISITING FACULTY

### Chris Bell

BA, Brown University; MA, University of West Georgia; PHD, University of West Georgia  
Visiting Assistant Professor of Psychology

### Sierra Eisen

BA, University of California, Berkeley; MA, University of Virginia; PHD, University of Virginia  
Postdoctoral Fellow in Psychology

### Anthony Goodwin

BA, Arizona State University; MA, University of Connecticut; PHD, University of Connecticut  
Visiting Assistant Professor of Psychology

### Eun Ju Jung

Visiting Scholar in Psychology

### Adam Yoon Jae Kim

BS, University of Wisconsin at Madison; MA, The University of Minnesota, Twin Cities  
Visiting Assistant Professor of Psychology

### Cynthia Matthew

Visiting Scholar in Psychology

### Nicole K Watkins

BS, Wright State University; MSE, Indiana University Bloomington; PHD, Indiana University Bloomington  
Postdoctoral Fellow in Psychology

## EMERITI

### David B. Adams

AB, Columbia University; PHD, Yale University  
Professor of Psychology, Emeritus

### Nathan Brody

BA, University Of New Hampshire; MA, University of Michigan; MAA, Wesleyan University; PHD, University of Michigan  
Professor of Psychology, Emeritus

### Karl E. Scheibe

BS, Trinity College; MAA, Wesleyan University; PHD, University of California, Berkeley  
Professor of Psychology, Emeritus

### John G. Seamon

BS, Columbia University; PHD, University of Massachusetts Amherst  
Professor of Psychology, Emeritus

### Harry M. Sinnamon

BA, La Salle University; MAA, Wesleyan University; MS, Villanova University; PHD, University of Rochester  
Professor of Psychology, Emeritus

### Robert S. Steele

BA, Whitman College; MAA, Wesleyan University; PHD, Harvard University  
Professor of Psychology, Emeritus

### 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

Hilary Barth, Patricia Rodriguez Mosquera

# PSYCHOLOGY MAJOR

## MAJOR DESCRIPTION

Psychology is the scientific study of behavior, mind, and brain. We seek to understand how people think and act, both as individuals and in groups. The department has 18 faculty providing expertise in six subareas of study: cognitive, cultural, developmental, social, psychopathology, and neuroscience. Features of the major include foundational courses, training in statistics and research methods, a cultural immersion experience, small advanced seminars, and opportunities to conduct original research.

## ADMISSION TO THE MAJOR

Students wishing to declare a major in psychology should prepare as early as possible because declaration must be done during 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.

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 allows 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 and General Education Expectations stages I and II are required for completion of 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), psychological 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. (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 and MATH132 are acceptable as well. 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 courses 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).

## 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 **PSYC220-279**) 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.

Code	Title	Hours
<b>Column 1</b>		
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	
<b>Column 2</b>		
Select a minimum of one of the following:		1
PSYC230	Developmental Psychology	
PSYC245	Psychological Measurement	
PSYC248	Adolescence and Emerging Adulthood	
PSYC249	Psychology of Sexual and Gender Diversity	
PSYC250	Personality	
PSYC251	Psychopathology	
PSYC253	Educational Psychology	
PSYC259	Discovering the Person	
PSYC271	Life-Span Development	
<b>Column 3</b>		
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	Psychology of Communities: Identity, Activism, and Social Engagement	
PSYC267	Global Mental Health	
PSYC269	Health Psychology	
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 (**PSYC300-369**) and advanced research labs (**PSYC370-399**), 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 three 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](http://www.wesleyan.edu/psyc/about/major_guides.html)) for details.

## COURSES FOR NON-MAJORS

PSYC105 is appropriate for non-majors.

## GENERAL EDUCATION

Stage I General Education Expectations must be satisfied at the time of admission to the major (six different departments, please refer to WesMaps for GenEd area and department). 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 pre-approved by the department chair. Submit a completed Permission to Transfer Credit form from the Office of Study Abroad. Include the course description from the university's catalog and a syllabus if available. Note in the email the purpose of the course, the credit amount transferable to Wesleyan, and your major.

## ADVANCED PLACEMENT

Students who receive a Psychology AP score of 4 or 5 or an IB (International Baccalaureate) score of 6 or 7 and complete a full-credit breadth requirement course with a grade of B or better, can receive one credit for the AP/IB 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 request the credit through their WesPortal 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. The preregistration system grants an electronic prerequisite override for courses in which PSYC105 would satisfy the requirement for students with an AP score greater than 3. Submit a completed Permission to Transfer Credit form from the Office of Student Affairs. Include the course description from the university's catalog and a syllabus if available. Note in the email the purpose of the course, the credit amount transferable to Wesleyan, and your major.

## TRANSFER CREDIT

Students may transfer up to three psychology credits from other departments or institutions (including AP/IB psychology). 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). Some transfer courses are not given a full (1.00)

transfer credit and therefore the 10 credit requirement needs to be completed with other psychology courses.

## 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 life span; and participation in laboratory research is expected. See the Cognitive Science Concentration Form ([https://www.wesleyan.edu/psyc/about/major\\_guides.html](https://www.wesleyan.edu/psyc/about/major_guides.html)) 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 socio-political 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 Concentration Form ([https://www.wesleyan.edu/psyc/about/major\\_guides.html](https://www.wesleyan.edu/psyc/about/major_guides.html)) on the department website for requirement details.

## BA/MA PROGRAM

The psychology department offers the BA/MA degree program. Wesleyan non-psychology students can apply to the program to work under the mentorship of a psychology faculty. 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 non-psychology 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.

## MASTER OF ARTS IN PSYCHOLOGY

Psychology offers the Master of Arts degree via the BA/MA program. Upon successful completion of the BA degree requirements, students become graduate students for two semesters and complete the MA. This is a combined degree program. At the time of application to the program, the student will submit a carefully devised and integrated plan of study for the two degrees designed in consultation with their faculty research advisor.

The BA/MA program involves a close working relationship between a student and a faculty advisor. Research begins during the undergraduate years, therefore a student must identify a faculty advisor in the Psychology department who will supervise the research through the conclusion of the MA degree. Non-psychology students can apply to the program to work under the mentorship of a psychology faculty.

## COURSES

The MA in Psychology requires a minimum of 6 credits above the 32 credits needed for the BA. These courses include:

Two credits for Advanced Research Seminar (PSYC 549 & 550).

Two or more approved credits for relevant non-tutorial courses (200, 300, or 500 level).

Up to two credits from tutorials (PSYC 501/502, 503/504, 511/512; 401/402, 411/412, or 421/422).

Teaching assistantships may not be used for graduate credit.

## RESEARCH

Students are expected to spend at least 20 hours per week engaged in research. The research experience culminates with an MA thesis demonstrating a student's original contribution to knowledge in the field. Many students in the BA/MA program choose not to write an undergraduate honors thesis because they will be writing a more substantial MA thesis.

Ethics approval is required prior to initiating data collection for your research. If your proposed research poses minimal or no risk to participants, does not involve vulnerable populations, or does not include the collection of sensitive data, then you may submit a protocol for your proposed research to the Psychology Ethics Committee (<https://www.wesleyan.edu/psyc/resources/>) (via Catherine Race, administrative assistant). If you plan to conduct higher risk research, study vulnerable populations, collect sensitive data, or if your research involves other complications, then you are required to submit your protocol to the University IRB (<https://www.wesleyan.edu/acaf/support/reviewboard.html>).

## THESIS AND DEFENSE

Work on the MA thesis should progress as follows under the guidance of the faculty advisor.

**BA Year.** After acceptance into the BA/MA program, the student must establish an MA thesis committee that consists of the faculty advisor and two or more additional faculty. The advisor and at least one of the additional faculty members must be in Psychology. The student must submit the Establishment of Thesis Committee Form to the faculty advisor. By the first week of May, the student must set the date for the committee meeting to discuss and approve the proposed Scheduling of Thesis Proposal Meeting Form. The thesis proposal should be given to the committee at least two weeks before the scheduled meeting. While the date must be agreed upon by the first week of May, the actual meeting may be held any time before the end of June as long as the thesis proposal is approved by the committee by the end of June. The student should take the Thesis Proposal Approval Form to the thesis proposal meeting, and must return it and a copy of the proposal to the faculty advisor by the end of June.

**MA Year.** During the MA portion of the program, the student must complete the thesis. The final copy of the written thesis should be given to committee members by the student at least two weeks before the oral defense date; specific timing is up to the student's committee.

Forms required by the Office of Graduate Student Services (OGSS) related to completion of the thesis are available online – see Graduation Requirements-MA: at <https://www.wesleyan.edu/grad/academics/graduationrequirementsma.html>

**Oral Defense.** The oral defense/examination must be held during the oral exam period designated by the Office of Graduate Student Services (OGSS). This period is usually 3.5 weeks long and begins in mid-April and ends the first week of May. The specific dates for the beginning and end of the oral exam period are posted on the University's Academic Calendar as well as in the MA exit information. The student should bring to the oral defense two forms required by the OGSS: the Oral Examination Form and an Approval of Thesis Form to be filled out by committee members. Corrections/edits from committee members must be completed before the scheduled exit interview.

All forms are included in the MA exit information that can be found at <https://www.wesleyan.edu/grad/academics/graduationrequirementsma.html>

The MA candidate and research advisor will agree upon the defense format. In general, the MA candidate gives a research talk, where:

- The length (somewhere between 15 and 45 minutes) is negotiable.
- Open (to friends, faculty, public) or closed (just the thesis committee) is also negotiable.
- Open question period after the talk.
  - The student leaves the room while the thesis committee discusses.
  - The student returns to the room to receive grades, feedback, and a decision regarding the defense.
  - The thesis committee will indicate what revisions or corrections **MUST BE MADE** in order for the thesis to be complete and ready for final submission to the OGSS.

## **ADDITIONAL INFORMATION**

For additional information and all department forms, please visit Psychology Department BA/MA information <https://www.wesleyan.edu/psyc/about/BA-MA.html>. (<https://www.wesleyan.edu/psyc/about/BA-MA.html>)

# 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. 181) and the Applied Data Science Certificate (p. 232) programs.

## FACULTY

### Robert Ira Kabacoff

BA, University of Connecticut; PHD, University of Missouri, St. Louis  
Professor of the Practice in Quantitative Analysis

### Emmanuel I. Kaparakis

Director of Centers for Advanced Computing; Director, Center of Quantitative Analysis; Adjunct Assistant Professor of Quantitative Analysis

### Valerie L. Nazzaro

BA, University of Connecticut; MA, University of Connecticut; MS, University of Connecticut; PHD, University of Connecticut  
Assistant Professor of the Practice in Quantitative Analysis

### Pavel V Oleinikov

Associate Director, Quantitative Analysis Center; Adjunct Assistant Professor of Quantitative Analysis

## AFFILIATED FACULTY

### Jennifer S. Rose

BA, University of Rhode Island; MA, University of Rhode Island; PHD, University of Rhode Island  
Professor of the Practice in the Center for Pedagogical Innovation; Director, Center for Pedagogical Innovation; Director, Institutional Review Board; Professor of the Practice, Quantitative Analysis Center

## VISITING FACULTY

### William S. Boyd Jr

BA, Rhodes College; MA, The University of Memphis; PHD, University Tennessee  
Visiting Scholar in the Quantitative Analysis Center

### Ning Ouyang

BS, Tianjin Univ. of Science & Technology; MS, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Visiting Assistant Professor of Quantitative Analysis

### Jielu Yao

BS, Fudan University; MSC, National University of Singapore

Research Fellow, Wesleyan Media Project; Research Fellow, Wesleyan Media Project

## 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

Code	Title	Hours
<b>Basic Knowledge Courses</b>		
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	
QAC250	An Introduction to Data Journalism	
<b>Mathematical, Statistical, and Computing Foundation Courses</b>		
Select two courses from the following, each from a different group:		2
Mathematical Foundations		
MATH221	Vectors and Matrices	
MATH223	Linear Algebra	
MATH228	Discrete Mathematics	
MATH274	Graph Theory	
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	
COMP115	How to Design Programs	
COMP211	Computer Science I	
COMP212	Computer Science II	
<b>Applied Electives</b>		
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
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization
QAC239	Proseminar: Machine Learning Methods for Text, Audio and Video Analysis
QAC241	Introduction to Network Analysis
QAC251	Data Visualization: An Introduction
QAC305	Exploratory Data Analysis and Pattern Discovery
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)
QAC356	Advanced R: Building Open-Source Tools for Data Science
QAC380	Introduction to Statistical Consulting
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining

NOTE: at least one of the electives should be a 300 level course

- 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. 232).

## 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).

# 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.

Most courses are open to all students without prerequisites, although those with no background in the academic study of religion should consider starting with a 100 or 200-level course. A minor is available for those who wish to develop a modest program in religion in support of another major. The major is open to all students seeking an interdisciplinary home in the humanities and social sciences.

## FACULTY

### Ron Cameron

BA, Western Kentucky Uni; MAA, Wesleyan University; PHD, Harvard University  
Professor of 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; Professor, Education Studies; Professor, Science in Society; Coordinator, Muslim Studies

### Dalit Katz

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

### Elizabeth McAlister

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

### Justine Quijada

BA, University of Chicago; MA, Columbia University; PHD, University of Chicago  
Associate Professor of Religion; Chair, Religion; Associate Professor, College of the Environment; Associate Professor, Russian, East European, and Eurasian Studies

### Andrew H Quintman

BA, Hampshire College; MA, University of Michigan; PHD, University of Michigan  
Associate Professor of Religion; Associate Professor, East Asian Studies

### Mary-Jane Victoria Rubenstein

BA, Williams College; MA, Columbia University; MPHIL, Cambridge University; MPHIL, Columbia University; PHD, Columbia University

Professor of Religion; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

## VISITING FACULTY

### Winfield Goodwin

BA, Wesleyan University; MA, Drew University  
Temporary Employee - Religion; Visiting Instructor in Religion

### Bar Guzi

Visiting Instructor in 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

Mary-Jane Rubenstein

# 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). None of our courses have 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. 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 required to take a minimum of 11 courses (10.25 credits) (with a maximum of 15.25, including thesis credits), 8 of which must be numbered 201 or higher.

The minimum of 11 courses (10.25 credits) will be distributed as follows:

- RELI151
- 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), a capstone exploration of your work in the major to be taken during the spring of senior year.

**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

## MINOR DESCRIPTION

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.

Most courses are open to all students without prerequisites, although those with no background in the academic study of religion should consider starting with a 100 or 200-level course. A minor is available for those who wish to develop a modest program in religion in support of another major. The major is open to all students seeking an interdisciplinary home in the humanities and social sciences.

## 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 (jqijada@wesleyan.edu) of their interest.

## MINOR REQUIREMENTS

Students wishing to complete the minor must take five courses, arranged as follows:

- REL151
- Two courses in at least two areas of "Historical Traditions," as listed in our Description of Programs in Religion (<https://www.wesleyan.edu/religion/about.html>). In this category there are both survey courses (generally numbered at the 200-level) and seminars (generally numbered at the 300-level).
- Two additional courses of the student's choice. One of these courses may include REL398, though this is not required. Student's must take REL151 prior to REL398.
- The department will accept, as one of the courses for the minor, either one course taken abroad or one course that is cross listed but not taught by members of the department.

Generally, tutorials and student forums do not count, though the chair (mrubenstein@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. (jqijada@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-year 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; Spanish Section Head; Associate Professor, Medieval Studies; Associate Professor, Latin American Studies

### Robert T. Conn

BA, Dartmouth College; PHD, Princeton University  
Professor of Spanish; Chair, Romance Languages and Literatures; Professor, Latin American Studies

### Andrew S. Curran

BA, Hamilton College; MA, New York University; PHD, New York University  
William Armstrong Professor of the Humanities; Professor of French

### 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

### 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 French; Associate Professor of Letters; Co-Coordinator, African Studies

### MICHAEL MEERE

BA, Northwestern University; MA, University of Virginia; PHD, University of Virginia  
Assistant Professor of French; Assistant Professor, Medieval Studies

### Louise C. Neary

BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana  
Adjunct Associate Professor of Spanish; Adjunct Associate Professor, Education Studies

### Ellen Nerenberg

AB, Stanford University; PHD, University of Chicago  
Hollis Professor of Romance Languages and Literatures; Professor of Italian

### Maria Ospina

BA, Brown University; MA, Harvard University; PHD, Harvard University  
Associate Professor of Spanish; Associate Professor, Latin American Studies

### Emmanuel Paris-Bouvret

Director, Language Resources and Technology; Director of Language Resources and Technology; Coordinator, Less Commonly Taught Languages; Adjunct Instructor in Romance Languages and Literatures

### Paula C. Park

BA, Rutgers, the State University; MA, University of Texas Austin; PHD, University of Texas Austin  
Assistant Professor of Spanish; Assistant Professor, Latin American Studies

### Ana M. Perez-Girones

BA, University of Seville; MA, Cornell University  
Adjunct Professor of Spanish; Adjunct Professor, Education Studies

### Catherine Poisson

BA, Sorbonne; MA, New York University; PHD, New York University  
Associate Professor of French; French Section Head; 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  
Associate Professor of French

### Jeff Rider

BA, Yale University; MA, University of Chicago; PHD, University of Chicago  
Professor of French; Chair, Medieval Studies; 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 Assistant Professor in Italian; Italian Section Head; Assistant Professor of the Practice in Italian; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, Fries Center for Global Studies

## AFFILIATED FACULTY

### Nadja Aksamija

BA, Beloit College; MA, Princeton University; PHD, Princeton University  
Associate Professor of Art History; Associate Professor, Romance Languages and Literatures

## VISITING FACULTY

### Carolina Diaz

Visiting Assistant Professor of Spanish

### Caroline Gates

BA, University of Arizona; MA, University of Virginia; PHD, University of Virginia  
Visiting Assistant Professor of French

### Elizabeth Anne Jackson

BA, Rutgers University; MA, University of Texas Austin; PHD, University of Texas Austin  
Adjunct Associate Professor of Portuguese

### Tina Montenegro

MA, Université de Paris 1 Panthéon-Sorbonne; MA, New York University; MPhil, Universidade de São Paulo; PHD, New York University  
Visiting Assistant Professor of French

## EMERITI

### Peter N. Dunn

BA, University College, University of London; MA, University College, University of London; MAA, Wesleyan University  
Hollis Professor of Romance Languages and Literatures, Emeritus

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## DEPARTMENTAL ADVISING EXPERTS

Jeff Rider, *French Studies*; Olga Sendra Ferrer, *Hispanic Literatures and Cultures*; Ellen Nerenberg, *Italian Studies*; Andrew Curran, *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

Students must have completed FREN215 or a higher-level course with a grade of at least a B to be admitted to the major.

## MAJOR REQUIREMENTS

FREN215 or the equivalent is the prerequisite for all FREN courses numbered 220 or higher.

The major consists of a minimum of eight courses beyond FREN215:

- **Four FREN courses numbered 220-399.**
  - These courses must be taken on campus in French.
  - 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 taken on campus or abroad, may be in French or English, and may be chosen from among the following courses:
  - Courses from the French section's normal offering of FREN courses numbered 220-399.
  - Courses listed Romance Lang & Lit In Eng (RL&L).
  - Courses taken through approved study abroad programs.
  - Courses offered by other departments and programs on campus that include a study of 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 another Romance culture.

Students majoring in FRST who receive two grades of B- or lower in FREN courses will be dropped from the major.

Students may not count more than one 100-level course towards the major.

## 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.

## LANGUAGE REQUIREMENT

Four courses in French on campus beyond FREN215.

## ADDITIONAL INFORMATION

Students who receive a C- or lower in FREN course may repeat the course once.

Students who receive less than a B in FREN102, FREN112, or FREN215 will not normally be permitted to enroll in another FREN course or, in the case of students who receive less than a B in FREN215, to study abroad on the Vassar-Wesleyan Program in Paris.

Students who receive a B-, C+, or C in FREN102, FREN112, or FREN215 may petition the head of the French Section to be permitted to take the following course in the French sequence or study abroad on the Vassar-Wesleyan Program in Paris. In their petition, they must explain in detail what supplemental work they will undertake in order to prepare themselves for the following course in the sequence or for study abroad on the Paris program (for example: they will take a summer course). If their petition is approved, they must complete the proposed supplemental work, take the placement exam at the Fries Center for Global Studies, and place into the course they wish to take (or place above FREN215 if they wish to study abroad on the Paris program) before they will be admitted to it.

## HONORS

See departmental honors program.

## CAPSTONE EXPERIENCE

See departmental description of capstone experiences.

# FRENCH STUDIES MINOR

## MINOR DESCRIPTION

The French Studies minor 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 MINOR

Students must have completed FREN215 or a higher level course with a grade of at least a B to be admitted to the minor.

## MINOR REQUIREMENTS

The minor consists of a minimum of five courses beyond FREN215 :

- **Four FREN courses numbered 220-399.**
  - These courses must be taken on campus in French.
  - 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.
- **One other course** whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society. This course may be taken on campus or abroad, may be in French or English, and may be chosen from among the following courses:
  - Courses from the French section's normal offering of FREN courses numbered 220-399.
  - Courses listed Romance Lang & Lit In Eng (RL&L).
  - Courses taken through approved study abroad programs.
  - Courses offered by other departments and programs on campus that include a study of 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 minor.

Students minoring in FRST who receive two grades of B- or lower in FREN courses will be dropped from the minor.

## ADDITIONAL INFORMATION

Students who receive a C- or lower in FREN course may repeat the course once.

Students who receive less than a B in FREN102, FREN112, or FREN215 will not normally be permitted to enroll in another FREN course or, in the case of students who receive less than a B in FREN215, to study abroad on the Vassar-Wesleyan Program in Paris.

Students who receive a B-, C+, or C in FREN102, FREN112, or FREN215 may petition the head of the French Section to be permitted to take the following course in the French sequence or study abroad on the Vassar-Wesleyan Program in Paris. In their petition, they must explain in detail what supplemental work they will undertake in order to prepare themselves for the following course in the sequence or for study abroad on the Paris program (for example: they will take a summer course). If their petition is approved, they must complete the proposed supplemental work, take the placement exam at the Fries Center for Global Studies, and place into the course they wish to take (or above FREN215 if

they wish to study abroad on the Paris program) before they will be admitted to it.

- Exceptions to any regulation require a formal petition to the Spanish section. On the petition process (including timelines), see below.

#### COURSES TAKEN ABROAD AND IN RELATED FIELDS

We strongly encourage students to pick courses abroad on topics not available in the Spanish section at Wesleyan. 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 not on quantitative analysis or method but on the field's history or its use in public debates or contexts.

With the advisor's approval, majors may count courses in related fields as follows:

- Students who study abroad may count up to four (4) courses taken in Spanish on selected programs. Students who count courses taken abroad should aim for as much chronological and geographic diversity as possible.
- Students who do not study abroad may count up to two (2) related-field courses taken in English at Wesleyan on Latin America, Spain, or Latinx US.

#### PETITIONING FOR EXCEPTIONS TO MAJOR REQUIREMENTS

To ensure students are on-track to fulfill the requirements for the major, the Spanish section collectively reviews the academic histories of all juniors in February of each year, that is, before course selection for the senior year. Students may petition the Spanish section for exemption from a requirement by writing to the head of the section. Such requests should only be made in exceptional circumstances, taking into account the learning goals and rationales for the major requirements explained above. Students and their advisors should plan course selection accordingly, to ensure completion of the major regardless of the petition's outcome. Petitions should be submitted by March 30.

# HISPANIC LITERATURES AND CULTURES MAJOR

## MAJOR DESCRIPTION

### HISPANIC LITERATURES AND CULTURE

The major in Hispanic literatures and cultures is designed for students committed to achieving fluency in Spanish and knowledge of the literatures and cultures of Latin America, Spain, and other Hispanophone communities in the US and around the world. The major emphasizes the history and cultural diversity of a world whose geographic reach is vast and whose heritages extend from the pre-colonial period in Latin America and European classical antiquity 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 SPAN 221 or the equivalent. Exceptions require a formal petition to the Spanish section.

## MAJOR REQUIREMENTS

Nine (9) courses minimum numbered 203 and above.

- Five (5) courses minimum in SPAN at Wesleyan numbered 221 or above. To ensure majors work with at least three Spanish-section faculty members, explore the historical and geographic diversity of the Hispanophone world, and make an informed choice about their electives, these courses must be distributed as follows:
  - one course SPAN230-249 (pre-1700)
  - one course SPAN250-269 (post-1700 Spain);
  - two courses SPAN270-299 (post-1800 Latin America).
  - one elective.
- At least one (1) course in SPAN at Wesleyan during the senior year.

#### OTHER REQUIREMENTS

- A grade of B or better is expected for courses taken for the major.
- Students who count SPAN 203 must also take SPAN 221.
- The following courses **do not** count toward the major:
  - Tutorials (for course assistants, essays, or honors).
  - Language courses taken abroad.
  - Service learning courses

## STUDENT LEARNING GOALS

Students who complete the major in Hispanic literatures and cultures have 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;
- the ability to draw on a wide range of sources to stimulate their own creative and critical capacities; and
- a sense of the rich diversity and creative power of Hispanophone literary texts and films spanning ten centuries (five of them in Latin America) and five continents

## 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) (<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) (<http://wesleyan.edu/romance/spanish/aptransferofcredit.html>) for more information.

## HONORS

See [wesleyan.edu/romance/spanish/honors](http://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) (<http://wesleyan.edu/romance/italian/studyabroad.html>).

## ADVANCED PLACEMENT

See [wesleyan.edu/romance/italian/aptransferofcredit](http://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) (<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) (<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) (<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 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 petition their advisor for special permission to count take one course in English centered on the culture of their primary language towards the major.
- 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 one study abroad toward the major, and up to four courses if going abroad twice (once in each of your language of study). 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, Italy (Florence, 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 Fries Center for Global Studies for permission to do so. For information on the approved programs and the petition process, contact the Fries Center for Global Studies (<http://www.wesleyan.edu/cgs/osa/>).

## ADVANCED PLACEMENT

See [wesleyan.edu/romance/romancestudies/aptransferofcredit](http://wesleyan.edu/romance/romancestudies/aptransferofcredit) (<http://wesleyan.edu/romance/romancestudies/aptransferofcredit.html>) for more information.

## TRANSFER CREDIT

See [wesleyan.edu/romance/romancestudies/aptransferofcredit](http://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) (<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) (<http://wesleyan.edu/romance/romancestudies/honors.html>) for more information about capstone experience options.

# RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

The Russian, East European, and Eurasian studies (REES) program offers an interdisciplinary range of courses in Russian language, history, politics, literature, culture, and film, as well as in the culture and society of Eastern Europe and Eurasia. We encourage students to study abroad; our students have done research in Russia, Ukraine, Georgia, and other countries in the area. Russia continues to play a major role in global affairs, and the study of Russia occupies an important place in the Wesleyan curriculum, for both majors and nonmajors.

The major in Russian, East European, and Eurasian studies 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 (or another country in the area, if appropriate). 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.

## FACULTY

### Susanne Grace Fusso

BA, Lawrence University; MA, Yale University; PHD, Yale University  
 Marcus L. Taft Professor of Modern Languages; Professor of Russian, East European, and Eurasian Studies; Chair, Russian, East European, and Eurasian Studies

### Natasha Karageorgos

MA, Tomsk State University; PHD, CUNY The Graduate Center  
 Assistant Professor of the Practice in Russian, East European, and Eurasian Studies

### Roman Utkin

MA, Kazan State University; MPHIL, Yale University; PHD, Yale University  
 Assistant Professor of Russian, East European, and Eurasian Studies; Assistant Professor, Feminist, Gender, and Sexuality 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; Co-Chair, College of Social Studies; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian Studies

### Saida Daukeyeva

BMU, Moscow State Tchaikovsky Conservatory; PHD, Moscow State Tchaikovsky Conservatory; PHD, School of Oriental and African Studies, University of London

Assistant Professor of Music; Assistant Professor, Russian, East European, and Eurasian Studies

### Joseph J. Fitzpatrick

BA, Harvard University; PHD, Duke University  
 Assistant Professor of the Practice in Letters; Assistant Professor of the Practice, Russian, East European, and Eurasian Studies

### Katja P. Kolcio

MA, University of Georgia Athens; MA, Ohio State University; PHD, Ohio State University  
 Associate Professor of Dance; Director, Allbritton Center for the Study of Public Life; Associate Professor, Environmental Studies; Associate Professor, Education Studies; Associate Professor, Russian, East European, and Eurasian Studies

### Nadya Potemkina

DMA, The University of Memphis; MM, University Nthrn Iowa; MM, Ball State University  
 Adjunct Associate Professor of Music; Adjunct Associate Professor, Russian, East European, and Eurasian Studies

### Justine Quijada

BA, University of Chicago; MA, Columbia University; PHD, University of Chicago  
 Associate Professor of Religion; Chair, Religion; Associate Professor, College of the Environment; Associate Professor, Russian, East European, and Eurasian Studies

### Sasha Rudensky

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

### Peter Rutland

BA, Oxford University; DPHIL, York University  
 Colin and Nancy Campbell Professor in Global Issues and Democratic Thought; Professor of Government; Tutor, College of Social Studies; Professor, Russian, East European, and Eurasian Studies

### Victoria Smolkin

BA, Sarah Lawrence College; PHD, University of California, Berkeley  
 Associate Professor of History; Tutor, College of Social Studies; Associate Professor, Russian, Eastern European, and Eurasian Studies

## EMERITI

### Irina Aleshkovsky

MA, Vilnius State University  
 Adjunct Professor of Russian Language Literature, Emerita

### Priscilla Meyer

BA, University of California, Berkeley; MA, Princeton University; MAA, Wesleyan University; PHD, Princeton University  
 Professor of Russian Language and Literature, Emerita

### Duffield White

BA, Wesleyan University; PHD, University of Michigan  
 Associate Professor of Russian Language and Literature, Emeritus

DEPARTMENTAL ADVISING EXPERTS

Susanne Fusso, Peter Rutland, Victoria Smolkin-Rothrock, Roman Utkin

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES MAJOR

ADMISSION TO THE MAJOR

Students normally declare a major in Russian, East European, and Eurasian Studies in the spring of sophomore year. Interested students should begin their study of Russian language as early as possible and should consult a REES faculty member before declaring the major. To be accepted into the program, students must have a minimum overall average of B in courses related to the 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

Code	Title	Hours
<b>Politics and Economics</b>		
GOVT274	Russian Politics	1
<b>History and Religion</b>		
HIST219	Russian and Soviet History, 1881 to the Present	1
RELI271	Secularism: Godlessness from Luther to Lenin	1
RELI239	Modern Shamanism: Ecstasy and Ancestors in the New Age	1
RELI289	Indigenous Religions: Politics, Land, Healing	1

RELI393	If there is no God, then everything is permitted?’ Moral Life in a Secular World	1
HIST353	The Communist Experience in the 20th Century	1
RELI299	Imagining Communities: National Religions and Political Rituals	1
<b>Literature and Culture in English</b>		
REES205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
REES206	A Matter of Life and Death: Fiction in the Soviet Era	1
REES208F	Otherness & Belonging (FYS)	1
REES220	Speak, Memory: The Russian Memoir	1
REES223	After Communism: Animals, Avatars, Hybrids	1
REES224	Performing Russian Culture: From Peter the Great to the Russian Revolution	1
REES233	Introduction to Russian and Soviet Cinema	1
REES235	Queer Russia	1
REES240		1
REES251	Dostoevsky	1
REES252	Tolstoy	1
REES254	Nobel Laureates: The Politics of Literature	1
REES255	Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe	1
REES256	The Soviet Century	1
REES263	Nabokov and Cultural Synthesis	1
REES267	Parody: Humor, Artistic Evolution, and Restoration of the Sacred	1
REES277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
REES321	Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde	1
<b>Literature in Russian</b>		
REES260	Dostoevsky's BRAT'IA KARAMAZOVY	1
REES284	Pushkin	1
<b>Language</b>		
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

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.

Code	Title	Hours
GOVT274	Russian Politics	1
HIST219	Russian and Soviet History, 1881 to the Present	1
HIST353	The Communist Experience in the 20th Century	1
RELI239	Modern Shamanism: Ecstasy and Ancestors in the New Age	1
RELI271	Secularism: Godlessness from Luther to Lenin	1
RELI289	Indigenous Religions: Politics, Land, Healing	1
RELI393	If there is no God, then everything is permitted?' Moral Life in a Secular World	1
RELI299	Imagining Communities: National Religions and Political Rituals	1
REES205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
REES206	A Matter of Life and Death: Fiction in the Soviet Era	1
REES208F	Otherness & Belonging (FYS)	1
REES220	Speak, Memory: The Russian Memoir	1
REES223	After Communism: Animals, Avatars, Hybrids	1

REES224	Performing Russian Culture: From Peter the Great to the Russian Revolution	1
REES233	Introduction to Russian and Soviet Cinema	1
REES235	Queer Russia	1
REES240F	Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)	1
REES251	Dostoevsky	1
REES254	Nobel Laureates: The Politics of Literature	1
REES252	Tolstoy	1
REES255	Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe	1
REES256	The Soviet Century	1
REES263	Nabokov and Cultural Synthesis	1
REES267	Parody: Humor, Artistic Evolution, and Restoration of the Sacred	1
REES277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
REES321	Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde	1
REES260	Dostoevsky's BRAT'IA KARAMAZOVY	1
REES284	Pushkin	1
RUSS101	Elementary Russian I	1.5
RUSS102	Elementary Russian II	1.5
RUSS201	Intermediate Russian I	1
RUSS202	Intermediate Russian II	1
RUSS301	Third-Year Russian I	1
RUSS302	Third-Year Russian II	1

# 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

### Anthony Ryan Hatch

AB, Dartmouth College; MA, University of Maryland College Park; PHD, University of Maryland College Park

Associate Professor of Science in Society; Chair, Science in Society; Associate Professor, African American Studies; Associate Professor, College of the Environment; Associate Professor, Sociology; Associate Professor, Environmental Studies; Coordinator, Sustainability and Environmental Justice

### Joseph T. Rouse

BA, Oberlin College; MA, Northwestern University; MAA, Wesleyan University; PHD, Northwestern University  
Hedding Professor of Moral Science; Professor of Philosophy; Professor of Science in Society; Professor, Environmental Studies

### Mitali Thakor

BA, Stanford University; PHD, Massachusetts Institute of Technology  
Assistant Professor of Science in Society; Assistant Professor, Feminist, Gender, and Sexuality Studies

## AFFILIATED FACULTY

### Paul Hilding Erickson

BA, Harvard University; MA, Univ of Wisconsin Madison; PHD, Univ of Wisconsin Madison  
Associate Professor of History; Associate Professor, Environmental Studies; Associate Professor, Science in Society

### 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

Associate Professor of American Studies; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Science in Society; Coordinator, Disability Studies

### Peter S. Gottschalk

BA, College of the Holy Cross; MA, Univ of Wisconsin Fond Du Lac; PHD, University of Chicago  
Professor of Religion; Professor, Education Studies; Professor, Science in Society; Coordinator, Muslim 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; Coordinator, Animal Studies

### Steven W. Horst

BA, Boston University; PHD, University of Notre Dame  
Professor of Philosophy; Chair, Philosophy; Professor, Science in Society; Coordinator, Christianity Studies

### William D. Johnston

BA, Elmira College; MA, Harvard University; PHD, Harvard University  
John E. Andrus Professor of History; Professor of History; Professor, Science in Society; Professor, Environmental Studies; Professor, East Asian Studies

### Jill G. Morawski

BA, Mount Holyoke College; MA, Carleton University; MAA, Wesleyan University; PHD, Carleton University  
Willbur Fisk Osborne Professor of Natural Science; Professor of Psychology; Chair, Psychology; Professor, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

### Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University  
Professor of Feminist, Gender, and Sexuality Studies; Chair, 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, Science in Society; Professor, Feminist, Gender, and Sexuality Studies

### Courtney Weiss Smith

BA, University Of Dayton; MA, Washington University; PHD, Washington University  
Associate Professor of English; Associate Professor, Science in Society

### Jennifer Tucker

BA, Stanford University; MPHIL, Cambridge University; PHD, Johns Hopkins University  
Associate Professor of History; Associate Professor, Feminist, Gender, and Sexuality Studies; Associate Professor, Environmental Studies; Associate Professor, Science in Society

## VISITING FACULTY

### Natalie Shibley

BA, Columbia University; MA, University of Pennsylvania; PHD, University of Pennsylvania



Visiting Assistant Professor of Science and Society

## DEPARTMENTAL ADVISING EXPERT

Tony Hatch

# 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) (<http://wesleyan.edu/sisp/>).

Neither thesis tutorials nor independent 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.

## 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. Students interested in undertaking a thesis will be expected to submit a thesis prospectus in the spring semester of their junior year. For further information on this option, see [wesleyan.edu/sisp/for\\_majors/honors\\_thesis.html](http://wesleyan.edu/sisp/for_majors/honors_thesis.html) ([http://wesleyan.edu/sisp/for\\_majors/honors\\_thesis.html](http://wesleyan.edu/sisp/for_majors/honors_thesis.html)).

# 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, Education Studies; Assistant Professor, Feminist, Gender, and Sexuality Studies

### Peggy Carey Best

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

### Jonathan Cutler

BA, Tufts University; MA, Union Theological Seminary; PHD, CUNY The Graduate Center  
Associate Professor of Sociology

### Greg Goldberg

BA, New York University; PHD, CUNY The Graduate Center  
Associate Professor of Sociology; Chair, Sociology

### Kerwin Kaye

BA, University of Colorado Boulder; MA, University San Francisco; PHD, New York University  
Associate Professor of Sociology; Associate Professor, Feminist, Gender, and Sexuality Studies; Tutor, College of Social Studies; Associate Professor, American Studies

### Chinwe Ezinna Oriji

BS, Rutgers University; MPHIL, University of Cambridge; PHD, University of Texas Austin  
Assistant Professor of Sociology

### Courtney Patterson-Faye

BA, University of Pennsylvania; MA, Northwestern University; PHD, Northwestern University  
Assistant 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; Chair, Science in Society; Associate Professor, African American Studies; Associate Professor, College of the Environment; Associate Professor, Sociology; Associate Professor, Environmental Studies; Coordinator, Sustainability and Environmental Justice

### Victoria Pitts-Taylor

BA, Ohio University; PHD, Brandeis University  
Professor of Feminist, Gender, and Sexuality Studies; Chair, Feminist, Gender, and Sexuality Studies; Professor, Science in Society; Professor, Sociology

## VISITING FACULTY

### Benjamin Haber

BA, New College of Florida; MPHIL, CUNY The Graduate Center; PHD, CUNY The Graduate Center  
Visiting Assistant Professor of Sociology

## EMERITI

### Mary Ann Clawson

BA, Carleton College; MA, SUNY at Stony Brook; PHD, SUNY at Stony Brook  
Professor of Sociology, Emerita

### Alex Dupuy

BA, University of Connecticut; MA, Brandeis University; MAA, Wesleyan University; PHD, SUNY at Binghamton  
John E. Andrus Professor of Sociology, Emeritus

### Sue C. Fisher

BA, California State Univ - Northridge; MA, University of California, San Diego; MAA, Wesleyan University; PHD, University of California, San Diego  
Professor of Sociology, Emerita

### Rob Rosenthal

BA, Rutgers University; MA, University Calif Santa Bar; PHD, University of California, Santa Barbara  
John E. Andrus Professor of Sociology, Emeritus

## DEPARTMENTAL ADVISING EXPERTS

Greg Goldberg; Kerwin Kaye

# SOCIOLOGY MAJOR

## ADMISSION TO THE MAJOR

Students who wish to declare the major must have successfully completed SOC151 and have completed or be currently enrolled in one additional sociology department course including:

- SOC202 or SOC212, or
- a course approved by petition to the department

## 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
- Three 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 Department of Sociology, including study-abroad credit, sociology-relevant courses at Wesleyan, and sociology courses taken at other institutions.
- Senior capstone course (SOC399 or SOC405/6)

All sociology majors must enter their senior year having taken a minimum of three courses within the Wesleyan Department of Sociology. This includes at least one of the two required courses (SOC202 or SOC212).

### Non-Department Major Credit

Three of the six topical courses needed to complete the major can be completed outside the Sociology Department. These courses include study abroad courses, transfer credit, and courses taken with other departments at Wesleyan. The courses must be sociology-related and require pre-approval from your major advisor. Majors can request a **maximum of three courses (or three credits)** from outside the department.

## 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. Pre-approved study abroad courses can be transferred to the major as non-departmental major credit (up to 3 credits; see details in Major Requirements and Transfer Credit).

## TRANSFER CREDIT

The Sociology Department will consider requests to transfer credit for graded sociology courses taken at other U.S. academic institutions. For currently enrolled Wesleyan students, these requests must be made during the first two weeks of the course the student is requesting a transfer credit. In the event that a course is no longer available or some other circumstance bars a student from enrolling in the pre-approved course, students must contact their major advisor to get permission to have credit for a different course transferred instead.

Along with the transfer credit form (available at <https://www.wesleyan.edu/studentaffairs/forms.html>), a course syllabus must be provided showing that the proposed course is equivalent to Wesleyan courses.

Students who began their studies at other U.S. academic institutions can have their credits transferred upon admission to Wesleyan, and these credits can apply to the major. Already enrolled students who began their studies at Wesleyan can only request to have topical or upper division transfer credit applied to the major, which can count toward the maximum of three sociology-related credits taken outside the Department to fulfill the major requirements.

## ADDITIONAL INFORMATION

- **Major advising.** Each major is assigned a faculty advisor with whom the student works out a program of study
- **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

The Department of Sociology offers a two-semester Honors Thesis Seminar (SOC 405-406) supervised by a member of the sociology department faculty who serves as thesis advisor for students enrolled in the seminar. Students selected for participation in the seminar work individually with the seminar advisor and meet weekly with other thesis writers in a process directed toward the formulation and production of an original piece of imaginative and sophisticated scholarship. Consideration focuses on the potential for successful completion of a project that is both creative and well-formulated.

### The Sociology Department's yearlong Thesis Seminar proceeds in three stages:

Stage 1. Students will submit a writing sample that will be used to evaluate a candidate's potential for successful completion of an Honors project. Please note that this writing sample is *not a prospective Thesis proposal*. Rather it is a completed work, selected by the student and chosen to reflect the student's best work, i.e., the work of which the student is most proud. The central considerations for evaluation of the sample are formal, not substantive and, as a result, the student writing can be drawn from any creative context, including but not limited to, coursework completed in Sociology of elsewhere. There is no prescribed number of pages required for the submission.

Students who wish to be considered for the enrollment in the Honors Thesis Seminar will submit a PDF file of the writing sample by the end of the first week of April.

Writing Samples should be emailed to **Professor Courtney Patterson-Faye**, [cpatterson@wesleyan.edu](mailto:cpatterson@wesleyan.edu). Please include THESIS SEMINAR WRITING SAMPLE—all caps—in the subject line of the email.

Stage 2. In most instances, the petition process includes an interview, either on-campus or virtual, with the professor leading the seminar in order to explore tentative ideas for thesis topics and discuss the nature of the commitment required for completion of an independent Honors Thesis. Candidates will be contacted directly in order to schedule an interview.

Stage 3. Enrollment in the two-semester Thesis Seminar is managed as a POI course. Successful candidates will be formally enrolled in the seminar (and, thus, in the university-managed Honors College administrative system) during add/drop at the start of senior year.

Department faculty may also elect to work with a senior major toward completion of an honors thesis outside of the context of the Thesis Seminar. Independent thesis tutorials are established at the discretion of members of the sociology department faculty.

#### **Double-filing theses**

Double-majors who are completing honors theses/projects for another department on campus can request to have their thesis considered for honors in Sociology. In this case, the student must fulfill the senior capstone requirement by completing an Advanced Research Seminar (ARS) **and** must complete a thesis tutorial with a member of the Sociology Department for at least one semester their senior year.

## **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 sixth, seventh, or eighth 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 seventh and eighth semesters. See section entitled 'Qualifying for Honors' for full information on the honors program.

# THEATER

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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

### Katherine Brewer Ball

BA, Occidental College; MA, New York University; PHD, New York University  
Assistant Professor of Theater; Assistant Professor, Feminist, Gender, and Sexuality Studies; Assistant Professor, African American Studies

### Courtney Gaston

BA, Centenary College La; MFA, University of Iowa  
Assistant Professor of the Practice in Theater

### Ronald S. Jenkins

BA, Haverford College; EDD, Harvard University  
Professor of Theater; Chair, Theater

### Robyn Joyce

Manager 92' Theater; Adjunct Instructor in Theater

### Robin Mazzola

BFA, Paier College Of Art  
Costume Shop Manager; Adjunct Assistant Professor of Theater

### Maria-Christina Oliveras

BA, Yale University; MFA, National Theatre Conservatory  
Assistant Professor of Theater

### Mary Paul

BFA, University of Connecticut  
Assistant Professor of the Practice in Theater

### Katie Pearl

BA, University of Washington; MFA, Brown University  
Assistant Professor of Theater

### Edwin Sanchez

CER, Yale University  
Assistant Professor of the Practice in Theater

### Edward Torres

BA, Roosevelt University  
Assistant Professor of the Practice in Theater

## AFFILIATED FACULTY

### Rashida Z. Shaw McMahon

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

### Marcela Oteíza

BFA, University of Chile; MFA, California Institute of Arts  
Associate Professor of Theater; Associate Professor, Theater; Associate Professor, College of the Environment

## VISITING FACULTY

### Robert Baumgartner

BM, The Catholic University of America; MFA, New York University  
Visiting Artist-in-Residence in Theater

### Nathan Dame

BA, Weber State University  
Visiting Artist-in-Residence in Theater

### Andrew Holland

BA, Indiana University So Bend; 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

### Gay Smith

BA, University of Hawaii; MA, University of Hawaii; MAA, Wesleyan University; PHD, University of California, Los Angeles  
Professor of Theater, Emerita

### Leslie A. Weinberg

BA, Case Western Reserve Univ; MFA, University of Connecticut  
Retired Artist-in-Residence, Theater

## DEPARTMENTAL ADVISING EXPERTS

Ron Jenkins, Marcela Oteíza (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.

Beginning fall 2018, the Theater Department has adopted revisions to the major requirements, implemented as an option for the classes of 2019, 2020, 2021, and 2022. Students in the class of 2023 that declare the theater major will be required to fulfill the revised requirements.

## ADMISSION TO THE MAJOR

One of the areas revised within the theater major includes expansion of the Gateway Course options. By creating category requirements, rather than specific courses, the Theater Department has opened up options for students to begin their path through the study of theater in areas other than acting, such as playwriting, design, or performance practice.

Gateway courses for students electing to follow the non-revised major plan (only applicable for the classes of 2020, 2021, and 2022):

Code	Title	Hours
<b>Gateway Courses (optional for classes of 2019, 2020, 2021 and 2022)</b>		
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/lighting or costumes)	0.5
THEA203	Playing in the Theater Archive: An Introduction to Performance Studies	1
THEA245	Acting I	1

Gateway to the theater major for students electing to follow the revised major plan (applicable for the classes of 2020, 2021, and 2022, and mandatory beginning with the class of 2023):

Degree type	Area of Study
<b>Gateway Courses</b>	*(mandatory beginning class of 2023)*
Technical Theater (0.5 CR)	THEA105 (One 0.5 credit in the technical aspects of scenic/lighting or costumes)
Theater Arts (1.0 CR)	This includes courses in the areas of design, acting, playwriting, advanced technical theater, and performance practice
Theater Methods (1.0 CR)	This includes courses in the areas of dramatic literature, theater history, criticism, visual literacy and applied theater
Course Category Designations:	<a href="https://drive.google.com/file/d/1wu03EnZD1eh3AV8VhPYBlpvJbfZKGqJA/view?usp=sharing">https://drive.google.com/file/d/1wu03EnZD1eh3AV8VhPYBlpvJbfZKGqJA/view?usp=sharing</a> ( <a href="https://drive.google.com/file/d/1wu03EnZD1eh3AV8VhPYBlpvJbfZKGqJA/view/?usp=sharing">https://drive.google.com/file/d/1wu03EnZD1eh3AV8VhPYBlpvJbfZKGqJA/view/?usp=sharing</a> )

## MAJOR REQUIREMENTS

**Note:** These requirements are in addition to the Gateway courses

Students will be required to select a major plan upon declaration.

Students in the classes of 2020, 2021, and 2022 will be able to choose which set of requirements they will fulfill to graduate as a theater major.

Requirements for students electing to follow the non-revised major plan (only applicable for the classes of 2020, 2021, and 2022):

- 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.

**Total major program requirements: 2.5 credits (Gateways) + 6 credits = 8.5 credits**

Requirements for students electing to follow the revised major plan (applicable for the classes of 2020, 2021, and 2022, and mandatory beginning with the class of 2023):

- Three (3) credits in **Theater Arts** courses, which must include one design course (THEA359 - set design, THEA383 - costume design, THEA 360 - media design or THEA305 - lighting design). One credit (and only one credit) of

Performance Practice ([THEA427](#)/[THEA431](#)/[THEA433](#)/[THEA435](#)/[THEA437](#)) is also required for this category.

- Two (2) credits in **Theater Methods** courses. Only one course may be 100-level.
- One (1) credit of **Technical Theater** ([THEA329](#)/[THEA331](#)) earned in .25- and .5-credit increments through participation in department production related positions.
- One (1) credit in the **Expanded Field of Theater**, which includes, but is not limited to, performance studies, practice-based research and service learning course

**Total major program requirements: 2.5 credits (Gateways) + 7 credits = 9.5 credits**

For course category designations, please consult the categorization list on the Theater Department website ([here](https://www.wesleyan.edu/theater/about/Theater%20Course%20Categorization%20Chart%202019.pdf)) (<https://www.wesleyan.edu/theater/about/Theater%20Course%20Categorization%20Chart%202019.pdf>) and posted in the lobby of the Theater building.

## 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 their undergraduate career.

**Outreach and Community Service Prize:** Awarded to the senior theater major who, through their 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.

The Honors Committee will evaluate eligible theses 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/) (<http://wesleyan.edu/theater/>) for details on prerequisites for applying for honors theses.

## CAPSTONE EXPERIENCE

Theater Capstone Optional

SENIOR THESIS - two semesters

SENIOR PROJECT - one semester

# 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. 233), 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

### Rachael Barlow

MA, Indiana University Bloomington; PHD, Indiana University Bloomington  
Associate Director for Assessment; Adjunct Assistant Professor of Academic Writing

### Amy B. Bloom

BA, Wesleyan University; MSW, Smith College  
Shapiro-Silverberg Professor of Creative Writing; Professor of the Practice in Creative Writing; Professor of the Practice, English

### Elizabeth Ann Hepford

BA, University Of Kansas; MA, Arizona State University; PHD, Temple University  
Assistant Professor of the Practice in TESOL; Assistant Professor of the Practice, Education Studies; Assistant Professor of the Practice, English

### Douglas Arthur Martin

BA, University of Georgia Athens; MFA, The New School; PHD, CUNY The Graduate Center  
Assistant Professor of the Practice in Creative Writing; Assistant Director, Creative Writing; Assistant Professor of the Practice, English

### Sarah Ryan

BA, Capital University; JD, Quinnipiac University; MLS, Texas Womans University; PHD, Ohio University  
Associate Professor of the Practice in Oral Communication

### Lauren Silber

BA, University of Connecticut; MA, University of Massachusetts Amherst; PHD, University of Massachusetts Amherst  
Assistant Professor of the Practice in Academic Writing; Assistant Professor of the Practice, English

## VISITING FACULTY

### Amity Gaige

BA, Brown University; MFA, University of Iowa  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

### Ariel Victoria Levy

BA, Wesleyan University  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

### Gregory Pardlo

Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

### Said Sayrafiezadeh

Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

### Salvatore Scibona

BA, St. John's College; MFA, University of Iowa  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

### Brando Skyhorse

BA, Stanford University; MFA, University of California, Irvine  
Visiting Scholar in the Shapiro Center for Writing at Wesleyan University

# UNIVERSITY MAJOR

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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.

# UNDERGRADUATE MINORS

- African American Studies Minor (p. 207)
- African Studies Minor (p. 207)
- Archaeology Minor (p. 39)
- Art History Minor (p. 45)
- Caribbean Studies Minor (p. 209)
- Chemistry Minor (p. 65)
- Civic Engagement Minor (p. 211)
- College of East Asian Studies Minor (p. 76)
- Dance Minor (p. 102)
- Data Analysis Minor (p. 181)
- Economics Minor (p. 115)
- Education Studies Minor (p. 79)
- Environmental Studies Minor (p. 99)
- Film Studies Minor (p. 85)
- French Studies Minor (p. 188)
- German Studies Minor (p. 126)
- Global Engagement Minor (p. 217)
- History Minor (p. 134)
- Informatics and Modeling Minor (p. 219)
- Integrated Design, Engineering & Applied Science Minor (p. 220)
- International Relations Minor (p. 224)
- Jewish and Israel Studies Minor (p. 225)
- Medieval Studies Minor (p. 146)
- Middle Eastern Studies Minor (p. 225)
- Molecular Biophysics Minor (p. 226)
- Muslim Studies Minor (p. 227)
- Planetary Science Minor (p. 228)
- Religion Minor (p. 185)
- Russian, East European & Eurasian Studies Minor (p. 195)
- South Asia Studies Minor (p. 230)

## AFRICAN AMERICAN STUDIES MINOR

### MINOR REQUIREMENTS

Students wishing to minor in African American Studies must complete a minimum of 5 semester courses, all of which are housed or cross-listed with African American Studies. (Other courses may be counted with the approval of the chair.) Of these 5 courses, at least 3 courses must be 200 level or higher. Students must take one course in African American History and one course in African American Literature. Generally, tutorials and student forms do not count, although the chair may count one after hearing compelling reasons from the student.

## 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.

Code	Title	Hours
<b>At least one African History survey course:</b>		<b>1</b>
HIST212	Modern Africa	
HIST217	Empires, Slavery, and Revolution: Africa to 1800	
<b>Four additional African Studies courses from History, the Social Sciences, Humanities, or African Diaspora, with the following conditions:</b>		<b>4</b>
-No more than 3 total History courses may count.		
-No more than 2 MUSC and/or DANC may count.		
-No more than 1 African Diaspora class may count		
-No more than 1 100-level course may count.		
<b>African History (See WesMaps for a complete list)</b>		
HIST212	Modern Africa	
HIST217	Empires, Slavery, and Revolution: Africa to 1800	
HIST226	Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa	
HIST267	Development in Question: Conservation in Africa	
HIST302	Reproductive Politics and the Family in Africa	
HIST334	Social History of Islam in Africa	
HIST341	Body Histories in Africa	
<b>Social Studies (See WesMaps for a complete list)</b>		
ECON366	The Economics of Developing Countries	
GOVT324	Africa in World Politics	
GOVT355	Political Theory and Transitional Justice	
<b>Humanities (See WesMaps for a complete list)</b>		
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)	
ENGL131B	Writing About Places: Africa	
ENGL221	The African Novel I: Nervous Conditions	
ENGL223	The African Novel II: After Achebe	

FREN281	French and Francophone Theater in Performance
FREN382	Jungle and Desert in Francophone African Literature
MUSC295	Global Hip-Hop
MUSC445	West African Music and Culture--Beginners
SPAN264	Orientalism: Spain and Africa

**African Diaspora**

AFAM203	African American History, 1444-1877
AFAM223	20th-Century Franco-Caribbean Literature and the Search for Identity
AFAM233	All Ah We: Contemporary Afro-Caribbean Drama & Performance
ENGL286	Literature of the Harlem Renaissance
ENGL375	Black Global Cities
FREN324	Interpreting the 'New World': France and the Early Modern Americas

**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/lctls/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

Code	Title	Hours
ARCP201	Art and Archaeology of the Bronze Age Mediterranean	1
ARCP203	The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology	1
ARCP214	Survey of Greek Archaeology and Art	1
ARCP223	Survey of Roman Archaeology and Art	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. 38).

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

## INTRODUCTION

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.

## ADMISSION TO THE MINOR

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

For the graduating classes of 2019, 2020, and 2021, click on the following link for ARHA minor requirements. [wesleyan.edu/art/arhist/form/MINOR\_REQUIREMENTS\_for\_2019-2020-2021.pdf (https://www.wesleyan.edu/art/arhist/form/MINOR\_REQUIREMENTS\_for\_2019-2020-2021.pdf)] For the classes of 2022 onward, please see the requirements below.

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. The following link provides a list of introductory course offerings [https://www.wesleyan.edu/art/arhist/form/ACTIVE\_ARHA\_2022.pdf]
- Completion of five courses numbered 200 or above. These courses must include study in **three** of the following five **geographical** areas: The Americas, Europe, East Asia, South Asia, and Africa. The five courses must also include study in **two** of the following four **historical** periods: ancient, medieval, early modern, and modern. One of these five courses must be a seminar (numbered in the 300 range). Any one course may be counted toward only one of these area or period requirements. The following link provides a list of courses currently offered and the categories they may fulfill [https://www.wesleyan.edu/art/arhist/form/ACTIVE\_ARHA\_2022.pdf]
- 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 director's preapproval. This course may count as a 200-level course but the 100- and 300-level courses for the minor must be taken at Wesleyan.
- All courses for the minor must be taken on a graded basis. Exceptions will be made for COL and CSS majors.

## CARIBBEAN STUDIES MINOR

### INTRODUCTION

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 2018–19 are listed here; the listing will be updated annually.

Code	Title	Hours
<b>2018-2019 Courses</b>		
AMST200	Colonialism and Its Consequences in the Americas	1
AMST206	Junior Colloquium: New England and Empire	1
AMST225	Latinidad: Introduction to Latina/o Studies	1
AMST226	20th-Century Franco-Caribbean Literature and the Search for Identity	1
AMST245	Personalizing History	1
AMST273	Diasporic South Asian Writing and American Studies	1
AMST391	Religion and the Social Construction of Race	1
LAST226	Survey of Latin American Literatures, Cultures, and Ideas	1
LAST245	Modern Latin America Since 1810	1
LAST254	Tales of Resistance: Modernity and the Latin American Short Story	1
LAST296	Colonial Latin America	1
AFAM203	African American History, 1444-1877	1
ENGL274	Caribbean Poetry and Cinema: 'Fields of Islands' in an Open Sea	1
ENGL279	Introduction to Latina/o/x Literature and Art: Border, Citizen, Body	1
ANTH210	Haiti: Between Anthropology and Journalism	1
<b>2017-2018 Courses</b>		
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	Survey of Latin American Literatures, Cultures, and Ideas *
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
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 *
LAST241	Asian Latino Encounters: Imagining Asia in Hispanic America *
LAST245	Modern Latin America Since 1810 *
LAST226	Survey of Latin American Literatures, Cultures, and Ideas *
LAST268	Black Religions in the Americas
LAST281	Islas sonantes': Music and Sound Technologies in Hispanic Caribbean Literature
ANTH210	Haiti: Between Anthropology and Journalism
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 *
AMST391	Religion and the Social Construction of Race

LAST226	Survey of Latin American Literatures, Cultures, and Ideas *
LAST245	Modern Latin America Since 1810 *
LAST268	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 *
LAST226	Survey of Latin American Literatures, Cultures, and Ideas *
LAST245	Modern Latin America Since 1810 *
LAST296	Colonial 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
ENGL141F	Slavery, Latifundio, and Revolution in Latin American Literature and Cinema (FYS)
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.

# CIVIC ENGAGEMENT MINOR

## MINOR DESCRIPTION

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 minor is designed for students interested in reflecting upon these activities and integrating their civic and academic efforts.

## ADMISSION TO THE MINOR

Students will be admitted to the CEM by self-declaration. They will be considered part of the minor after they have formally applied to participate and discussed their plans with the faculty coordinator. 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 CEM requirements.

## MINOR REQUIREMENTS

During their sophomore through senior years, Civic Engagement Minor (CEM) 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 minor 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 minor. These papers, along with one document from each relevant course, will be archived during the process of completing the minor.
- **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:** CEM requirements fulfilled before a student is admitted may be counted toward the minor at the discretion of the CEM Advisory Panel.

**Admission.** Students will be admitted to the CEM by self-declaration. They will be considered part of the minor group after they have formally applied to participate and discussed their plans with the faculty coordinator. 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 CEM requirements.

## ADDITIONAL INFORMATION

### CONTACT

Contact the faculty coordinator, Barbara Juhasz, at [bjuhasz@wesleyan.edu](mailto:bjuhasz@wesleyan.edu).

# 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 completed second year in Chinese, Japanese, or Korean. Starting with the class of 2020, only courses taken for a grade may be counted towards the minor.

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 language classes and can simply take any five CEAS classes. All students, including native speakers, must contact a language instructor and pass a placement exam in order to certify intermediate competence. Please contact the appropriate language coordinator (Chinese--Zhu, Japanese--Maruta, Korean--Back) immediately, or no later than one year prior to graduation (i.e. Spring of Junior year), if you intend to exercise this option to allow for sufficient time to take additional language if necessary.

To graduate with a minor in CEAS, seniors must complete their minor certification form in their portfolio.

# DATA ANALYSIS MINOR

## MINOR REQUIREMENTS

Code	Title	Hours
<b>Basic Knowledge Courses</b>		
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	
QAC250	An Introduction to Data Journalism	
<b>Mathematical, Statistical, and Computing Foundation Courses</b>		
Select two courses from the following, each from a different group:		2
<b>Mathematical Foundations</b>		
MATH221	Vectors and Matrices	
MATH223	Linear Algebra	
MATH228	Discrete Mathematics	
MATH274	Graph Theory	
<b>Statistical Foundations</b>		
ECON300	Quantitative Methods in Economics	
GOVT367/ QAC302	Political Science by the Numbers	
MATH231	An Introduction to Probability	
MATH232	Mathematical Statistics	
<b>Computing Foundations</b>		
BIOL265	Bioinformatics Programming	
COMP112	Introduction to Programming	
COMP115	How to Design Programs	
COMP211	Computer Science I	
COMP212	Computer Science II	
<b>Applied Electives</b>		
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
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization
QAC239	Proseminar: Machine Learning Methods for Text, Audio and Video Analysis
QAC241	Introduction to Network Analysis
QAC251	Data Visualization: An Introduction
QAC305	Exploratory Data Analysis and Pattern Discovery
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)
QAC356	Advanced R: Building Open-Source Tools for Data Science
QAC380	Introduction to Statistical Consulting
QAC385	Applications of Machine Learning in Data Analysis
QAC386	Quantitative Textual Analysis: Introduction to Text Mining
NOTE: at least one of the electives should be a 300 level course	

## 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. 232).

## ECONOMICS MINOR

### MINOR DESCRIPTION

Economics is a social science concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about allocating scarce resources.

Economics can generally be broken down into macroeconomics, which concentrates on the behavior of the aggregate economy, and microeconomics, which focuses on individual consumers, businesses, and markets.

### 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 obtaining a grade of C+ or higher in ECON300.

### MINOR REQUIREMENTS

Students minoring in economics must complete five letter-graded courses (three core courses and two electives) in addition to ECON110,

- The three core courses are: ECON300, ECON301, and ECON302
- One of the two electives must be an upper-tier elective, numbered **303 to 399**.
- One of the two electives may be either an upper- or lower-tier elective (**203 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.

**All courses counted toward the economics minor must be taken for a letter grade.**

## EDUCATION STUDIES MINOR

### INTRODUCTION

The Education Studies Minor is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range

of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

Co-Chairs of Education Studies

**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 intending to minor in Education Studies should submit a minor request through their WesPortal. It is best to do this as early as possible so that you can receive e-mails and updates about the minor that will help you with academic planning. Students who declare at the canonical time (spring of sophomore year) should simultaneously submit a POI for admission to the Sophomore Gateway course, which will be taught in the second half of spring term (4th quarter) every year. The POI request will include a brief application in which students will articulate their reason for wanting to join the Education Studies Minor; their prior experience; their primary major; their goals in Education Studies and beyond; and affirmation that they understand the Minor requirements.

### MINOR REQUIREMENTS

The Education Studies Minor is awarded to students who complete 5.5 courses from an approved curriculum. The courses must include at least one course in each of the following categories:

1. Sophomore Gateway (.5 credit)
2. Foundations of Education: schools in society/ed psych/social reproductions (1 credit)
3. Category 1: Cognition, Development, & Science of Learning (1 credit)
4. Category 2: Social and Structural Analyses of Education (1 credit)
5. Category 3: Research Methods & Data Analysis (1 credit)
6. Practicum (.5 credit or equivalent)
7. Pedagogy (.5 credit)

The courses may be completed in any order consistent with their prerequisites.

The Practicum 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 with 20 hours of student contact. Contact Practicum Coordinator Amy Grillo ([agrillo@wesleyan.edu](mailto:agrillo@wesleyan.edu)) to discuss how to document fulfilling this category.



Listing of all approved courses that fulfill requirements for the Education Studies Minor (<https://docs.google.com/document/d/1M7bF--sYGVlxCZJdd2fLpS0VrSOGzA51Mzay26pAG8/edit?usp=sharing>)

Students can always petition to substitute a different course to meet any Education Studies requirements by completing this petition form (<https://forms.office.com/Pages/ResponsePage.aspx?id=eWz9qXFt80mREQYOWR3D0ZrbqMi0a91AqeglpGtX3ytUNDVQQ0FUU0NNWEEExR;id=eWz9qXFt80mREQYOWR3D0ZrbqMi0a91AqeglpGtX3ytUNDVQQ0FUU0NNWEEExR>). The petition form asks students to justify the substitution and to upload a syllabus or other supporting information. Students will be notified if their petition requests are approved. Once approved, students can request the override in their Minor or Major Certification page in WesPortal.

Code	Title	Hours
<b>Category 1: Cognition, Development, &amp; Science of Learning (1+ credits)</b>		<b>Minimum of 1</b>
PSYC206	Research Methods in Cognitive Development and Education *	
PSYC220	Cognitive Psychology *	
PSYC230	Developmental Psychology *	
PSYC245	Psychological Measurement	
PSYC248	Adolescence and Emerging Adulthood *	
PSYC320	Cognition, Learning, and Instruction in the Classroom	
PSYC341	Psychology of Human Memory	
PSYC355	Psychology of Reading	
PSYC388	Advanced Research in Measurement *	

\* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Code	Title	Hours
<b>Category 2: Social and Structural Analyses of Education (1+ credits)</b>		<b>Minimum of 1</b>
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	
CSPL341E	Topics in Education: Introduction to Educational Law, Policy, and Educational Reform	
CSPL341G	Case Studies in Educational Innovation and Entrepreneurship	
DANC341	Dance Teaching Workshop: The Embodied Practice of Knowing	
ECON213	Economics of Wealth and Poverty *	
EDST230	Schools in Society	
PSYC253	Educational Psychology	
RL&L223	Second Language Acquisition and Teaching	
RL&L223L	Second Language Pedagogy - Teaching Romance Languages	

\* Courses that have specific prerequisites that must first be completed are indicated with an asterisk.

Code	Title	Hours
<b>Category 3: Research Methods &amp; Data Analysis (1 credit)</b>		<b>1</b>
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.

Code	Title	Hours
<b>Category 4: Broader contexts (1 credit)</b>		<b>1</b>
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.		
AFAM280	Religion and the Social Construction of Race	
AMST241	Childhood in America	
AFAM282 & RELI280	Mixed in America: Race, Religion, and Memoir and Mixed in America: Race, Religion, and Memoir	
AMST119	Reading Difference	
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST176	Race, Indigeneity, and Citizenship: Introduction to American Studies	
AMST274 & ECON213	Economics of Wealth and Poverty and Economics of Wealth and Poverty	
AMST275	Introduction to African American Literature	
ANTH101	Introduction to Cultural Anthropology	
COMP112	Introduction to Programming	
CSPL220	Participatory Design: From Helping to Solidarity	
ECON366	The Economics of Developing Countries	
FGSS237	Histories of Modern U.S. Gender and Sexuality	
FGSS256	Social Movements	
GOVT159	The Moral Basis of Politics	
GOVT271	Political Economy of Developing Countries	
GOVT345	Citizenship and Immigration	
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
LAST200	Colonialism and Its Consequences in the Americas
LAST271	Political Economy of Developing Countries
LAST302	Latin American Politics
MDST225	European Intellectual History to the Renaissance
NS&B227 & PSYC227	Motivation and Reward and Motivation and Reward
PHIL205	Classical Chinese Philosophy
PHIL292	Theory of Knowledge
SOC246	Social Movements
SPAN275	Multilingual Aesthetics in Latin America
SISP202	Philosophy of Science

Code	Title	Hours
<b>Practicum Courses or Experiences</b>		<b>40 hours</b>

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
EDST310	Practicum in Education Studies
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
QAC301	Statistics Education Practicum
ENGL491 & ENGL492	Teaching Apprentice Tutorial 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 Education Studies Minor 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

In accordance with the University guidelines, students minoring in film studies must complete six courses for a grade (courses taken as Credit/Unsatisfactory will not count) 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 the minor administrator). 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.)

Code	Title	Hours
FILM288	Global Film Auteurs	1
FILM301	The History of Spanish Cinema	1
FILM304	History of Global Cinema	1
FILM305	Sophomore Colloquium for Declaring Majors	1
FILM307	The Language of Hollywood: Styles, Storytelling, and Technology	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
FILM318	Awesome Cinema: Religion, Art, and the Unrepresentable	1
FILM319	Television Storytelling: The Conditions of Narrative Complexity	1
FILM320	The New German Cinema	1
FILM322	Alfred Hitchcock	1
FILM324	Visual Storytelling: The History and Art of Hollywood's Master Storytellers	1
FILM326	At Home in the World: Transnational Women's Cinema	1
FILM328	Moving Images Beyond the West: An introduction to Global Media	1
FILM329	Introduction to Indian Cinema: 'Bollywood' and Beyond	1
FILM331	Video Games as/and the Moving Image: Art, Aesthetics, and Design	1
FILM336	Silent Storytelling	1
FILM346	Contemporary East Asian Cinema	1
FILM347	Melodrama and the Woman's Picture	1
FILM348	Postwar American Independent Cinema	1
FILM349	Television: The Domestic Medium	1
FILM350	Contemporary International Art Cinema	1
FILM352	From Caligari to Hitler: Weimar Cinema in Context	1
FILM355	Newest German (and Austrian) Cinema	1
FILM357	Fassbinder & Sirk: Limitations of Life	1
FILM358	Italian Cinema: 1945-1965	1
FILM360	Philosophy and the Movies: The Past on Film	1
FILM362	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
FILM368	Using the Moving Image Archive	1
FILM370	The Art of Film Criticism	1
FILM381	Martin Scorsese	1
FILM384	Documentary Storytelling	1
FILM385	Documentary History	1
FILM386	The Long and the Short: Fritz Lang in Berlin and Hollywood	1
FILM387	Seminar on Television Series and Aesthetics	1
FILM388	Advanced Global Film Auteurs	1
FILM389	Film Genres: The Western	1
FILM391	Sex and Violence: American Film-making Under Censorship	1
FILM392	Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini	1
FILM418	Documentary Filmmaking for Majors and Minors	1
FILM430	Documentary Production	1
FILM451	Introduction to Digital Filmmaking	1
FILM452	Writing About Film	1
FILM454	Writing the Short Film - For Non-Majors	1
FILM455	Writing for Television	1

FILM458	Screenwriting: The Short Film	1
FILM459	Writing for Television II	1
AFAM274	Reel Black: African American Life in Film	1
AMST315	Entertaining Social Change	1
ANTH244	Television: The Domestic Medium	1
ANTH285	Film and Anthropology	1
ANTH361	Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling	1
CEAS232	Introduction to Chinese Film	1
CEAS234	Modern Korea in Film and Fiction	1
CEAS248	South Korean Cinema: Re/imagining Modern History on Screen	1
CEAS266	Modern Korean Women's Literature and Film	1
CIST234	Israel in Therapy: Society Under the Influence of TV Series	1
CIST248	Designing Reality in Israeli Documentary Film	1
COL249	Narrative and Ideology	1
GOVT298	Terrorism and Film	1
GOVT387	Foreign Policy at the Movies	1
REES233	Introduction to Russian and Soviet Cinema	1
RL&L233	Modern Italy on the Silver Screen: 1960--2015	1
RL&L301	The History of Spanish Cinema	1
SPAN280	Screening Youth in Contemporary Latin American Cinema	1

# FRENCH STUDIES MINOR

## MINOR DESCRIPTION

The French Studies minor 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 MINOR

Students must have completed FREN215 or a higher level course with a grade of at least a B to be admitted to the minor.

## MINOR REQUIREMENTS

The minor consists of a minimum of five courses beyond FREN215 :

- **Four FREN courses numbered 220-399.**
  - These courses must be taken on campus in French.
  - 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.
- **One other course** whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society. This course may be taken on campus or abroad, may be in French or English, and may be chosen from among the following courses:
  - Courses from the French section's normal offering of FREN courses numbered 220-399.
  - Courses listed Romance Lang & Lit In Eng (RL&L).
  - Courses taken through approved study abroad programs.
  - Courses offered by other departments and programs on campus that include a study of 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 minor.

Students minoring in FRST who receive two grades of B- or lower in FREN courses will be dropped from the minor.

## ADDITIONAL INFORMATION

Students who receive a C- or lower in FREN course may repeat the course once.

Students who receive less than a B in FREN102, FREN112, or FREN215 will not normally be permitted to enroll in another FREN course or, in the case of students who receive less than a B in FREN215, to study abroad on the Vassar-Wesleyan Program in Paris.

Students who receive a B-, C+, or C in FREN102, FREN112, or FREN215 may petition the head of the French Section to be permitted to take the following course in the French sequence or study abroad on the Vassar-Wesleyan Program in Paris. In their petition, they must explain in detail what supplemental work they will undertake in order to prepare themselves for the following course in the sequence or for study abroad on the Paris program (for example: they will take a summer course). If their petition is approved, they must complete the proposed supplemental work, take the placement exam at the Fries Center for Global Studies, and place into the course they wish to take (or above FREN215 if they wish to study abroad on the Paris program) before they will be admitted to it.

# GERMAN STUDIES MINOR

## MINOR DESCRIPTION

Interdisciplinary in nature, the academic field known as German studies combines the close study of texts and media with broad humanistic inquiry into

the foundations and structures of culture and society. The minor is a good option for students who want to gain a foundation in German language, culture and literature within a context of other interdisciplinary connections.

## ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with a faculty member of the department by the end of the sophomore year. 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 GRST102 level and taught entirely in German; at least three of these must be taken at Wesleyan. The other two courses may be in either English or German. All German language courses below the 300-level counted toward the minor must be taken for a letter grade. Please note GRST101 and GRST102 do not count towards the German Studies minor.

# GLOBAL ENGAGEMENT MINOR

## INTRODUCTION

Wesleyan's strengths in language studies, study abroad, civic engagement, and social justice are brought together in the Global Engagement Minor (GEM). The Global Engagement Minor integrates a student's academic studies, co-curricular activities, and experiential learning in order to help each participant reflect on and further cultivate their intercultural development and global engagement. (Please see the GEM Model (<https://www.wesleyan.edu/cgs/GEM/GEM%20Model.html>)).

In order to provide GEM with theoretical and pedagogical coherence, we use the idea of "intercultural competence." Intercultural competence is not a state that one achieves, once-and-for-all; it is a process and an attitude. There are several definitions of intercultural competence in the existing literature, such as Bennett's (2008) "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." We seek to build on such ideas while also explicitly integrating a critically informed approach to globalization into our framework. This results in a multi-faceted "competence" that consists of the mutually reinforcing knowledge, skills, and attitudes needed to understand, relate to, and engage constructively with the experiences of others. (See GEM Learning Goals.)

We understand "cultures" to be porous, fluid, internally contested, and often overlapping — and yet still to be vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect. Such respect requires, and the GEM reinforces, a reflection on one's own position in the world and one's conceptualization of self.

By acquiring new knowledge, developing new skills and honing existing ones, and cultivating an attitude of responsibility and openness, GEM students not only gain a complex understanding of global problems but also learn to work toward positive solutions. In addition, building intercultural competence in a

cohort setting helps advance mutual understanding between culturally different individuals and groups.

## ADMISSION TO THE MINOR

Students may apply to the GEM during Spring of their first year. They will be considered part of the GEM group after they have been accepted to participate and they have enrolled in the GEM Introductory Seminar offered in the Fall of their sophomore year. The application consists of a letter of interest stating why the Global Engagement Minor fits into the student's academic plans, and a brief recommendation from a professor at Wesleyan. Admission of students to the program in the Fall of their sophomore year or later may be possible via petition.

The application consists of a letter of interest stating why the Global Engagement Minor fits into the student's academic plans, and a brief recommendation from a professor or staff member at Wesleyan. The student should send the letter by email attachment to Natalia Román Alicea, Assistant Director of Intercultural and Language Learning, at [nromanalicea@wesleyan.edu](mailto:nromanalicea@wesleyan.edu); the recommender should send the recommendation to the same address. Admission of students to the program in the fall of their sophomore year or later may be possible via petition; follow the same instructions as for a typical application.

## MINOR REQUIREMENTS

During their sophomore through senior years, GEM students will complete a series of structured academic and co-curricular activities including an introductory seminar, global perspective coursework, language studies, off-campus cultural immersion, and a capstone seminar that will enable them to synthesize and reflect on the varied components of intercultural competence.

A key feature of GEM is that all these activities are interrelated, building on one another to support GEM students' reflecting on and cultivating intercultural competence. The global perspective coursework, language proficiency, and cultural immersion off campus are all subject to reflection and discussion in the two dedicated seminars and via the students' individual e-portfolios. In addition, we will encourage students to engage in suitable on-campus activities that would enable them to deepen their intercultural learning and global engagement.

### REQUIREMENT 1: INTRODUCTORY SEMINAR

Complete the 0.5-credit "Introduction to Global Engagement" seminar (CGST205).

This introductory GEM seminar provides a set of frameworks and activities to help students process their intercultural experiences, and an initial opportunity to collectively reflect on, critically analyze, and brainstorm about how to act on what they have learned. In particular, Introduction to Global Engagement will provide students with the tools to gain insight into their own cultural rules and biases; analyze how their own experiences have shaped these rules, and learn how to recognize and respond to cultural biases. It will also provide students with a framework to articulate a complex understanding of cultural differences and how they are inflected through power, privilege, and oppression. Students will set up and learn to use the e-portfolio software in the introductory seminar and will be able to add to it over their three years in the GEM.

The Assistant Director of Intercultural and Language Learning will work with faculty and staff colleagues to develop the syllabi for this seminars, building around the learning goals and objectives articulated above (see table, Intercultural Competence Learning Goals).

### REQUIREMENT 2: GLOBAL PERSPECTIVE COURSEWORK

Complete 4 full-credit courses dealing with at least 3 world regions, defined as:

- Global
- East Asia / Pacific
- Europe and Eurasia
- Latin America
- Middle East and North Africa
- South and Central Asia
- Sub-Saharan Africa
- United States and Canada

A wide range of courses from across the curriculum can satisfy the GEM Global Perspective Coursework requirement. One's "home" region(s) can count; a single region can count for two of the three regions if two courses engage with significantly different aspects of the region (e.g., the experiences of Indigenous peoples and of colonizers); and pan-global courses can also count toward one of the three regions.

Coursework will be tracked within each student's GEM Certification Form; students will consult with their GEM advisor to ensure that a course will count, which will be tracked by selecting the course through the form's "override" function.

### REQUIREMENT 3: CAPSTONE SEMINAR

Complete the 0.5-credit GEM Capstone Seminar hosted by the Fries Center for Global Studies.

As part of this seminar, GEM students are expected to complete an e-portfolio that will synthesize their experiences from all requirements. The e-portfolio requires students to reflect on their intercultural development, knowledge, and skills gained throughout the GEM program and to interpret intercultural experience from the perspectives of their own and others' worldviews. GEM seniors will present their e-portfolio to other participants and to the advisors of the program.

### REQUIREMENT 4: LANGUAGE PROFICIENCY

Intermediate proficiency in two or more languages, including one's native language(s). This requirement can be met in several ways:

- Taking language courses through the intermediate level (as defined by the relevant department; often four semesters of college-level coursework)
- Demonstrating intermediate (or greater) proficiency gained outside of Wesleyan; native speakers of languages other than English can simply inform their GEM adviser of their proficiency.
- For multilingual students, taking any subject course taught in English shows sufficient proficiency in English.

### REQUIREMENT 5: CULTURAL IMMERSION OFF-CAMPUS

GEM students need to choose an off-campus experience as a focus for reflection with their cohort members and via their e-portfolio. Options for satisfying this requirement include:

- Study abroad for at least one semester
- Internationally focused internship or fellowship abroad or in the U.S.

- Internationally focused service-learning abroad or in the U.S.
- Internationally located research experience

## ADDITIONAL INFORMATION

Routine administration of the GEM will be handled by the FCGS Assistant Director of Intercultural and Language Learning, supported by the FCGS Administrative Assistant and overseen both by the FCGS Director and by the GEM Advisory Committee, composed of interested faculty and staff. This advisory committee will meet once per semester to review the status of the certificate program. The core of the initial committee will be the members of the current taskforce.

Each year, one member (faculty or staff) of the GEM Advisory Committee will serve as GEM advisor for each group of up to 10 students in the entering cohort, and will remain as these students' advisor throughout their three years in the program. The Assistant Director of Intercultural and Language Learning will also provide advising support for all GEM students, as well as take primary responsibility for organizing the Introductory and Capstone Seminars, although these courses will be team-taught with support from both faculty and staff.

## 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 nine-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.

## INFORMATICS AND MODELING MINOR

### MINOR DESCRIPTION

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 Informatics and Modeling minor 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. All courses should be taken for a grade (A-F).

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. All courses should be taken for a grade (A-F).

### ADMISSION TO THE MINOR

There are no admission requirements for this program.



## MINOR REQUIREMENTS

The CSM pathway requires the following:

Code	Title	Hours
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 requires the following:

Code	Title	Hours
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		

## ADDITIONAL INFORMATION

### CONTACT

- 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).

## INTEGRATED DESIGN, ENGINEERING & APPLIED SCIENCE MINOR

### MINOR DESCRIPTION

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 (IDEA170, IDEA175, or IDEA173), and one on Design & Arts (IDEA190, ARST233, or ARST285) 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.

### 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.

Code	Title	Hours
<b>One Project-Based Design &amp; Engineering Course</b>		<b>1</b>
IDEA170	Introduction to Design and Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One Project-Based Design &amp; Arts Courses</b>		<b>1</b>
IDEA190	Digital Art	
ARST233	Studies in Computer-based Modelling and Digital Fabrication	
ARST285	Form And Code	

## 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.

## 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.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following design courses:</b>		<b>3</b>
ARST233	Studies in Computer-based Modelling and Digital Fabrication	
ARST235	Architecture I	
ARST336	Architecture II	
IDEA210	Materials and Mechanics	
THEA359	Space Design for Performance	
THEA185	Text and the Visual Imagination	
<b>One course in the History of Architecture:</b>		<b>1</b>
ARHA151	European Architecture to 1750	
ARHA210	Medieval Art and Architecture, c. 1100-1400	
ARHA224	Italian Art and Architecture of the 16th Century	
ARHA244	European Architecture and Urbanism, 1750-1910	
ARHA246	American Architecture and Urbanism, 1770--1914	

ARHA254	Architecture of the 20th Century	
ARHA258	Contemporary World Architecture	
ARHA284	Buddhist Art and Architecture in East Asia	
ARHA352	Energy and Modern Architecture, 1850–2015	
One additional course from the following list, for a total of six courses:		2
ARST131	Drawing I	
ARST190	Digital Art	

## APPLIED MATH

Mathematical methods applied in science, engineering, computer science, and social science.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA170	Introduction to Design and Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
MATH229	Differential Equations	
MATH231	An Introduction to Probability	
MATH232	Mathematical Statistics	
PHYS213	Waves and Oscillations	
PHYS217	Nonlinear Dynamics and Chaos	
PHYS565	Mathematical Physics	

## BIOLOGICAL OR BIOCHEMICAL

Applications of biology and biochemistry to solve challenges in life and health sciences.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA170	Introduction to Design and Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
BIOL212	Principles and Mechanisms of Cell Biology	
BIOL265	Bioinformatics Programming	
BIOL310	Genomics Analysis	
CHEM396	Molecular Modeling and Design	
IDEA261	Science Materials For a Malagasy Classroom	
MB&B228	Introductory Medical Biochemistry	

MB&B325	Introduction to Biomolecular Structure
MB&B377	Advanced Genetics
MB&B381	Physical Chemistry for the Life Sciences

## CHEMICAL

Applications of chemistry to the design of new chemicals, materials, and energy production.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA170	Introduction to Design and Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
CHEM251	Principles of Organic Chemistry I	
CHEM252	Principles of Organic Chemistry II	
CHEM337	Physical Chemistry I: Quantum Mechanics and Spectroscopy	
CHEM338	Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics	
CHEM377	Chemistry of Materials and Nanomaterials	
CHEM381	Physical Chemistry for the Life Sciences	
CHEM396	Molecular Modeling and Design	

## COMPUTER

Applications of computer science to the design of new computer hardware and software.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA170	Introduction to Design and Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
ARST285	Form And Code	
COMP212	Computer Science II	
COMP312	Algorithms and Complexity	
COMP321	Design of Programming Languages	
COMP331	Computer Structure and Organization	
COMP342	Software Engineering	

IDEA350	Computational Media: Videogame Development
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## DIGITAL AND GRAPHIC DESIGN

Design in 2D and 3D, ranging from letterpress printing to the creation of virtual spaces, always referencing production and its technology.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA190	Digital Art	
ARST131	Drawing I	
ARST243	Graphic Design	
THEA185	Text and the Visual Imagination	
<b>One course in Art History at the 200-level or higher: 1</b>		<b>1</b>
ARHA203	Survey of Greek Archaeology and Art	
ARHA205	Visualizing the Classical	
ARHA207	Survey of Roman Archaeology and Art	
ARHA210	Medieval Art and Architecture, c. 1100-1400	
ARHA213	Early Medieval Art, c. 300-1100	
ARHA219	Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt	
ARHA220	Northern Renaissance Art	
ARHA221	Early Renaissance Art and Architecture in Italy	
ARHA224	Italian Art and Architecture of the 16th Century	
ARHA225	Art and Society in Ancient Pompeii	
ARHA233	Art and Culture of the Italian Baroque	
ARHA240	Modernism and Modernity in 19th-Century French Painting	
ARHA244	European Architecture and Urbanism, 1750-1910	
ARHA246	American Architecture and Urbanism, 1770-1914	
ARHA252	Contemporary Art Since 1980	
ARHA253	Art After 1945	
ARHA254	Architecture of the 20th Century	
ARHA257	Just Cities: Architectures of Public Encounter	
ARHA258	Contemporary World Architecture	
ARHA2800	Islamic Art and Architecture	
ARHA284	Buddhist Art and Architecture in East Asia	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
ARST233	Studies in Computer-based Modelling and Digital Fabrication	
ARST285	Form And Code	
IDEA350	Computational Media: Videogame Development	

## ELECTRICAL

Applications of electrical and magnetic systems to the design of new devices and communications.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
IDEA170	Introduction to Design and Engineering	

IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
IDEA175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
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.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
CIS170	Introduction to Design and Engineering	
CIS175	Principles of Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
BIOL216	Ecology	
E&ES244	Soils	
E&ES246	Hydrology	
E&ES250	Environmental Geochemistry	
E&ES280	Introduction to GIS	
E&ES375	Modeling the Earth and Environment	

## GEOMECHANICS/GEOSYSTEMS

Applications of geology and earth science to the development and preservation of subterranean resources.

Code	Title	Hours
<b>If not completed in the general requirements, the following engineering design courses:</b>		<b>2</b>
CIS170	Introduction to Design and Engineering	
CIS175	Principles of Engineering	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>Two additional courses from the following list, for a total of six courses:</b>		<b>2</b>
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.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
CIS170	Introduction to Design and Engineering	
CIS175	Principles of Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>One course in statics and dynamics:</b>		<b>1</b>
IDEA210	Materials and Mechanics	
<b>One additional course from the following list, for a total of six courses:</b>		<b>1</b>
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.

Code	Title	Hours
<b>If not completed in the general requirements, two of the following engineering design courses:</b>		<b>2</b>
CIS170	Introduction to Design and Engineering	
CIS175	Principles of Engineering	
IDEA173	Introduction to Sensors, Measurement, and Data Analysis	
<b>One course in computing and programming foundations:</b>		<b>1</b>
COMP112	Introduction to Programming	
COMP211	Computer Science I	
PHYS340	Computational Physics	
<b>One course in statics and dynamics:</b>		<b>1</b>
IDEA210	Materials and Mechanics	
<b>One additional course from the following list, for a total of six courses:</b>		<b>1</b>
CHEM338	Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics	
PHYS213	Waves and Oscillations	
PHYS217	Nonlinear Dynamics and Chaos	
PHYS313	Classical Dynamics	
PHYS316	Thermal and Statistical Physics	
PHYS358	Condensed Matter	

## PERFORMANCE DESIGN

Stage design for theater or dance, sets, costumes, and lighting.

Code	Title	Hours
<b>One course in the History of Design:</b>		<b>1</b>
ARHA151	European Architecture to 1750	
ARHA244	European Architecture and Urbanism, 1750-1910	
ARHA246	American Architecture and Urbanism, 1770--1914	
ARHA254	Architecture of the 20th Century	
<b>Two additional courses from the following list:</b>		<b>2</b>
THEA185	Text and the Visual Imagination	
ARST233	Studies in Computer-based Modelling and Digital Fabrication	
THEA305	Lighting Design for the Theater	
THEA360/ DANC364	Media for Performance	
THEA359	Space Design for Performance	
THEA383	Introduction to Costume Design for Performance	
<b>One additional credit from the following list, for a total of six credits:</b>		<b>1</b>
THEA434	Applied Scenography: From Idea to the Stage	
and		
THEA435	Performance Practice in Design A	
or		
THEA437	Performance Practice in Design B	

## 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.

# INTERNATIONAL RELATIONS MINOR

## MINOR DESCRIPTION

The International Relations (IR) Minor is comprised of relevant courses from many different departments and programs in the Social and Behavioral Sciences (Division II). So long as all requirements are fulfilled, students in any Wesleyan major (including the University Major) can earn the IR Minor. Please note: International Relations Minor (IRM) is being replaced by the new Global

Engagement Minor (<https://www.wesleyan.edu/cgs/GEM/>)(GEM) as of Summer 2020. Students in the classes of 2022 and 2021, some of whom have already declared the IRM, are still allowed to declare and complete the IRM. The GEM and IRM will exist side-by-side for the next two years.

## ADMISSION TO THE MINOR

Students seeking the International Relations Minor 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 (four semesters or the equivalent). 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 Minor after they have been approved by the appropriate Wesleyan department chair for Wesleyan major credit. Once this approval has been given, the IR Minor Committee will determine which of the requirements the course might fulfill.

Wesleyan courses that count toward the minor are listed under IR Minor courses on the Fries (<http://www.wesleyan.edu/cgs/>)Center for Global Studies website (<http://www.wesleyan.edu/cgs/>). To receive the minor 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.

## MINOR REQUIREMENTS

Students seeking the International Relations Minor 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 (four semesters or the equivalent). 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 Minor after they have been approved by the appropriate Wesleyan department chair for Wesleyan major credit. Once this approval has been given, the IR Minor Committee will determine which of the requirements the course might fulfill.

Wesleyan courses that count toward the minor are listed under IR Minor courses on the Fries (<http://www.wesleyan.edu/cgs/>) Center for Global Studies website (<http://www.wesleyan.edu/cgs/>). To receive the minor 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.

## JEWISH AND ISRAEL STUDIES MINOR

### MINOR DESCRIPTION

The Education Policy Committee has approved a new Minor in Jewish and Israel Studies. This multidisciplinary and interdisciplinary minor explores various academic areas such as Jewish religion, Jewish culture, Jewish letters and Israel Studies. Courses are offered by Jewish and Israel core and affiliated faculty, Jewish and Israel distinguished visitors and other Wesleyan faculty.

### 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 director, Dalit Katz at [dkatz01@wesleyan.edu](mailto:dkatz01@wesleyan.edu) of their interest.

### MINOR REQUIREMENTS

One course as a language requirement (HEBR102 and up). The completion of the language requirement in the case of students with pre-existing knowledge of Hebrew will be determined through consultation with the Hebrew instructor.

Three courses in Jewish and Israel Studies offered by current faculty in Jewish Studies and/or other Wesleyan faculty and visitors who teach courses with Jewish Studies and Israel content.

One additional elective course of the student's choice offered by visiting faculty, a CLAC course, an advanced tutorial course (CJST402, CJST412, CJST412), an Israeli film course, a study abroad course, thesis and or an essay in Jewish Studies from across the curriculum.

All courses must be taken for a letter grade (and not Cr/U), though special cases may be considered by the Director.

## 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.

## MIDDLE EASTERN STUDIES MINOR

### MINOR DESCRIPTION

Developments in the Middle East over the course of the past decade have broadly and profoundly affected the world in which we live. They have revealed stark gaps in our understanding of the region's economies, governments, religions, histories, and languages, on both an individual and collective basis. Established in 2010, the Middle Eastern Studies Minor is an interdisciplinary curriculum that expands and builds upon Wesleyan's course offerings in Middle Eastern studies.

Although individual courses are open to any major (departmental prerequisites may apply), the minor offers students interested in a Middle East concentration with a formal curriculum that integrates government, history, religion, art history, and either Arabic or Hebrew.

### ADMISSION TO THE MINOR

Students may declare the minor at any point in their undergraduate career at Wesleyan by submitting the minor declaration form in Wesportal. For tracking, advising, and co-curricular purposes, they are encouraged to sign on early.

### MINOR REQUIREMENTS

The Middle Eastern Studies Minor requires eight courses, of which at least one course must be from the courses listed under the Jewish and Israel Studies minor 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 minor.
- 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 director of the minor will take additional electives to complete eight courses toward the minor. With the approval of the director of the minor, one relevant tutorial and two relevant study-abroad courses may count toward the minor. Normally, no more than two courses from any one department or program may count toward the minor (this does not apply to language courses or to the gateway course).

# MOLECULAR BIOPHYSICS MINOR

## MINOR DESCRIPTION

Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, physical chemistry, and molecular physics. Molecular biophysics, as a field of endeavor, is distinguished by analytical and quantitative research inquiry of biomolecular and macromolecular systems, using diverse molecular spectroscopic methods, structure determination, functional bioenergetics, statistical thermodynamics, and molecular dynamics. Topics of active research interest at Wesleyan include protein structure and folding, molecular models of enzyme mechanisms, protein-DNA and protein-RNA interactions, biofilm formation, molecular pores and other membrane proteins. 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, and sister societies worldwide.

## ADMISSION TO THE MINOR

As Molecular Biophysics is an interdisciplinary minor, it is strongly recommended that undergraduate students gain foundational knowledge by majoring in one of these three areas: Molecular Biology and Biochemistry, Chemistry, or Physics.

## MINOR REQUIREMENTS

The Molecular Biophysics Minor requires a total of seven credits:

Code	Title	Hours
<b>Introductory Course</b>		
PHYS207	Introduction to Biophysics (Introductory Course)	1
or CHEM309	Molecular and Cellular Biophysics	

or CHEM325	Introduction to Biomolecular Structure	
<b>Advanced Laboratory Course</b>		
MB&B/CHEM395	Structural Biology Laboratory	1
<b>Journal Club</b>		
MB&B307 & MB&B308	Molecular Biophysics Journal Club I and Molecular Biophysics Journal Club II	1
<b>Independent Research</b>		
CHEM423 & CHEM424	Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate	1
or MB&B423 & MB&B424	Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate	
or PHYS423 & PHYS424	Advanced Research Seminar, Undergraduate and Advanced Research Seminar, Undergraduate	
<b>Physical Chemistry Course(s)</b>		
MB&B381	Physical Chemistry for the Life Sciences	1,2
or CHEM337 & CHEM338	Physical Chemistry I: Quantum Mechanics and Spectroscopy and Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics	
or PHYS316 & PHYS213	Thermal and Statistical Physics and Waves and Oscillations	
<b>Advanced Elective Course(s)</b>		
Select one or two elective courses from the list below.		1,2

Advanced Elective courses can be chosen from: BIOL265, BIOL266, BIOL310, CHEM321, CHEM342, CHEM382, CHEM383, CHEM386, CHEM387, CHEM396, CHEM519, MB&B340, MB&B505, MB&B520, MB&B523, MB&B535, PHYS214, and PHYS524.

Independent research must be conducted with or in collaboration with a Molecular Biophysics faculty member (<https://www.wesleyan.edu/molbiophys/people/>). Senior thesis research may be used to complete this requirement.

## ADDITIONAL INFORMATION

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, bioinformatics, and/or molecular biology. The common element among participants is an emphasis on a quantitative, molecular-based mode of inquiry in research.

All Molecular Biophysics minors complete independent research projects with affiliated faculty and participate regularly in weekly meetings of the Molecular Biophysics Journal Club (MB&B507 and MB&B508), 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. The program hosts an annual retreat where undergraduate and graduate students are expected to present their research either orally or in poster format. (<https://www.wesleyan.edu/molbiophys/activities/retreat.html>) Students are also encouraged to present their work at an international scientific meeting, and the program typically provides some financial support for their expenses.



# MUSLIM STUDIES MINOR

## MINOR DESCRIPTION

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.

## ADMISSION TO THE MINOR

There are no admission requirements for the minor.

## MINOR REQUIREMENTS

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 minor 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 minor 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.

Code	Title	Hours
<b>Gateway</b>		
ARAB301	Advanced Arabic I	
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	
<b>Contemporary Society and Practice (cont)</b>		
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	
<b>Literary, Artistic, and Musical Studies (la&amp;m)</b>		
ARAB201	Intermediate Arabic I	
ARAB202	Intermediate Arabic II	
ARAB301	Advanced Arabic I	
ARHA286	Empire and Erotica: Twenty-three Masterworks of Indian Painting	
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	
HIUR101	Introduction to Hindi-Urdu Language and Culture I	1
HIUR102	Introduction to Hindi-Urdu Language and Culture II	1
HIUR201	Intermediate Hindi-Urdu Language and Culture I	1
HIUR202	Intermediate Hindi-Urdu Language and Culture II	1
CGST212	Language and Politics: Making and Unmaking of Nations	1
<b>Historical Inquiry (hist)</b>		
HIST186	Introduction to History: The Raj (India and Britain)	
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

CGST212 Language and Politics: Making and Unmaking of Nations

#### Middle East and North Africa (MENA)

ARAB201	Intermediate Arabic I
ARAB202	Intermediate Arabic II
ARAB301	Advanced Arabic I
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)

ARHA286	Empire and Erotica: Twenty-three Masterworks of Indian Painting
HIST186	Introduction to History: The Raj (India and Britain)
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)

HIST334	Social History of Islam in Africa
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#### 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
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

## ADDITIONAL INFORMATION

### CONTACT

Interested students should contact Peter Gottschalk at [pgottschalk@wesleyan.edu](mailto:pgottschalk@wesleyan.edu). ([pgottschalk@wesleyan.edu](mailto:pgottschalk@wesleyan.edu))

## PLANETARY SCIENCE MINOR

### MINOR DESCRIPTION

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.

Code	Title	Hours
<b>Introductory Courses</b>		<b>2</b>
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	

<b>Intermediate Courses</b>		<b>3</b>
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
<b>Advanced Courses</b> <b>0.75</b>	

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

### MINOR DESCRIPTION

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.

Most courses are open to all students without prerequisites, although those with no background in the academic study of religion should consider starting with a 100 or 200-level course. A minor is available for those who wish to develop a modest program in religion in support of another major. The major is open to all students seeking an interdisciplinary home in the humanities and social sciences.

### 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 (jqijada@wesleyan.edu) of their interest.

### MINOR REQUIREMENTS

Students wishing to complete the minor must take five courses, arranged as

follows:

- REL151
- Two courses in at least two areas of "Historical Traditions," as listed in our Description of Programs in Religion (<https://www.wesleyan.edu/religion/about.html>). In this category there are both survey courses (generally numbered at the 200-level) and seminars (generally numbered at the 300-level).
- Two additional courses of the student's choice. One of these courses may include REL398, though this is not required. Student's must take REL151 prior to REL398.
- The department will accept, as one of the courses for the minor, either one course taken abroad or one course that is cross listed but not taught by members of the department.

Generally, tutorials and student forums do not count, though the chair (mrubenstein@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. (jqijada@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.

Code	Title	Hours
GOVT274	Russian Politics	1
HIST219	Russian and Soviet History, 1881 to the Present	1
HIST353	The Communist Experience in the 20th Century	1
RELI239	Modern Shamanism: Ecstasy and Ancestors in the New Age	1
RELI271	Secularism: Godlessness from Luther to Lenin	1
RELI289	Indigenous Religions: Politics, Land, Healing	1
RELI393	If there is no God, then everything is permitted?' Moral Life in a Secular World	1
RELI299	Imagining Communities: National Religions and Political Rituals	1
REES205	Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel	1
REES206	A Matter of Life and Death: Fiction in the Soviet Era	1
REES208F	Otherness & Belonging (FYS)	1
REES220	Speak, Memory: The Russian Memoir	1
REES223	After Communism: Animals, Avatars, Hybrids	1
REES224	Performing Russian Culture: From Peter the Great to the Russian Revolution	1
REES233	Introduction to Russian and Soviet Cinema	1
REES235	Queer Russia	1
REES240F	Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)	1
REES251	Dostoevsky	1
REES254	Nobel Laureates: The Politics of Literature	1
REES252	Tolstoy	1
REES255	Prague, Vienna, Sarajevo: 20th-Century Novels from Central and Eastern Europe	1
REES256	The Soviet Century	1
REES263	Nabokov and Cultural Synthesis	1
REES267	Parody: Humor, Artistic Evolution, and Restoration of the Sacred	1
REES277	Gogol and His Legacy: Witches, Con Men, and Runaway Noses	1
REES321	Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde	1
REES260	Dostoevsky's BRAT'IA KARAMAZOVY	1
REES284	Pushkin	1
RUSS101	Elementary Russian I	1.5
RUSS102	Elementary Russian II	1.5
RUSS201	Intermediate Russian I	1
RUSS202	Intermediate Russian II	1
RUSS301	Third-Year Russian I	1
RUSS302	Third-Year Russian II	1

# SOUTH ASIA STUDIES MINOR

## MINOR DESCRIPTION

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, language, film studies and religion. Faculty contributing to the minor 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.

## ADMISSION TO THE MINOR

Students are required to take seven courses designated as appropriate for the minor. 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

## MINOR REQUIREMENTS

Students are required to take seven courses designated as appropriate for the minor. 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

## **ADDITIONAL INFORMATION**

### **CONTACT**

Interested students should contact Hirsh Sawhney at [hsawhney@wesleyan.edu](mailto:hsawhney@wesleyan.edu).

# 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. 232)
- Certificate in Social, Cultural, and Critical Theory (p. 233)
- Certificate in Writing (p. 233)

## CERTIFICATE IN APPLIED DATA SCIENCE

### CERTIFICATE REQUIREMENTS

To earn the Applied Data Science Certificate, students must complete seven graded courses and the capstone Data Analysis Practicum.

Code	Title	Hours
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	
QAC250	An Introduction to Data Journalism	
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	
MATH274	Graph Theory	
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	
COMP115	How to Design Programs	
COMP211	Computer Science I	
COMP212	Computer Science II	
Select two of the following applied data science courses:		2
QAC305	Exploratory Data Analysis and Pattern Discovery	

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)	
QAC231	Introduction to (Geo)Spatial Data Analysis and Visualization	
QAC239	Proseminar: Machine Learning Methods for Text, Audio and Video Analysis	
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)	
QAC356	Advanced R: Building Open-Source Tools for Data Science	
QAC380	Introduction to Statistical Consulting	
NOTE: at least one of the electives should be a 300 level course		
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.

## CONTACT

Director of the QAC

# CERTIFICATE IN SOCIAL, CULTURAL, AND CRITICAL THEORY

## CERTIFICATE REQUIREMENTS

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) (<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.

## ADDITIONAL INFORMATION

Students who wish to earn the certificate should declare it in their WesPortal and then meet with the certificate's director, Professor Matthew Garrett ([mcgarrett@wesleyan.edu](mailto:mcgarrett@wesleyan.edu)), preferably in the fall of their junior year.

# CERTIFICATE IN WRITING

## CERTIFICATE DESCRIPTION

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.

## CERTIFICATE 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.

## ADDITIONAL INFORMATION

### ADMISSION TO THE CERTIFICATE

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>).)

## **CONTACT**

Interested students should contact Anne Greene, certificate coordinator, at [agreene@wesleyan.edu](mailto:agreene@wesleyan.edu).

# CLUSTERS

- Animal Studies Cluster (p. 235)
- Asian American Studies Cluster (p. 235)
- Christianity Studies Cluster (p. 236)
- Disability Studies Cluster (p. 236)
- Health Studies Cluster (p. 237)
- Queer Studies Cluster (p. 239)
- Service-Learning Cluster (p. 239)
- Sustainability and Environmental Justice (p. 240)
- Urban Studies Cluster (p. 241)

## ANIMAL STUDIES CLUSTER

### CO-COORDINATORS

- **LORI GRUEN** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/LGRUEN/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/lgruen/profile.html))
- **KARI WEIL** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/KWEIL/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/kweil/profile.html))

Animal Studies is an emerging field that builds on scholarship in the humanities, social sciences, and sciences to investigate past and present relations between human and non-human animals, the representation of those relations, their ethical implications and their social, political, and ecological effects in and on the world. It is a field of critical importance today as the complex, but fragile interdependence of all life becomes increasingly apparent, and as scholars, artists, and activists seek ways to understand and enhance the lives of all animals. Wesleyan Animal Studies fosters scholarship on human-animal relations from a range of disciplinary and interdisciplinary perspectives.

### COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST203	Junior Colloquium: Biopolitics, Animality, and Posthumanism	
ANTH312	Eat, Grow, Save: The Anthropology of Food and Justice	
BIOL140	Classic Studies in Animal Behavior	
COL238	Animal Theories/Human Fictions	
ENVS314	Environmentalism in a Global Age	
FGSS235	Economies of Death, Geographies of Care	
FGSS238	Witnessing Animal Others: Mourning, Haunting, and the Politics of Animal (After) Lives	
FGSS330	Race, Science, Gender, and Species	
MUSC287	Performing the Posthuman: Music and Auditory Culture in the Age of Animantities	
PHIL215	Humans, Animals, and Nature	
PHIL283	Animal Law and Policy	
PHIL357	Animal Minds	
PSYC104	Understanding Prejudice and Discrimination	

PSYC220	Cognitive Psychology
PSYC361	The Psychology of Prejudice and Discrimination

## ASIAN AMERICAN STUDIES CLUSTER

Asian American Studies focuses on exploring the historical and current presence of Asians in the Americas. The field aims to understand both how people from East Asia, Southeast Asia, and South Asia have been racialized in the context of the United States, as well as how Asian Americans have constructed their identity and stories. This cluster also explores ideas of diasporic identity and transnational migrations and how they shape Asian America. Understanding the social and historical presence of Asians in America is crucial to an understanding of racial formation, immigration, citizenship, and nationality in the United States. Asian American Studies examines the experience of Asians in the United States, and how the unique history of marginalization and exclusion informs today's issues within the Asian American community.

The Asian American Studies course cluster introduces students to the central concepts of racialization, migration, and intersectionality as they relate to Asians in the United States. The cluster is interdisciplinary, incorporating perspectives from the humanities and social sciences.

Code	Title	Hours
AMST273	Diasporic South Asian Writing and American Studies	1
AMST291	Afro-Asian Intersections in the Americas	1
CEAS218	Sinophone Articulations: Literatures and Cultures Beyond the Middle Kingdom	1
CEAS355	Between Asia and Asian America	1
ENGL165F	Querying the Nation: American Literature and Ethnic Studies (FYS)	1
ENGL230	Introduction to Asian American Literature	1
ENGL244	Kill Anything That Moves: The Vietnam War in Literature and Film	1
ENGL361	After Orientalism: Asian American Literature and Theory After 2000	1
RELI221	Islam and Muslim Cultures	1
RELI230	Cinematic Encounters: Muslims and/in/of the West	1
SISP342	Queer Robotics: Cyborgs in Science Fiction & Anthropology	1
SOC309	America's Lure: The Politics of the Transnational US University	1
SPAN285	Asian Latino Encounters: Imagining Asia in Hispanic America	1

# CHRISTIANITY STUDIES CLUSTER

## CO-COORDINATORS

- **R** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/LGRUEN/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/lgruen/profile.html)) **JACK ELPHICK** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/RELPHICK/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/relphick/profile.html))
- **STEVEN HORST** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/SHORST/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/shorst/profile.html))

Christianity has been a defining force in European and Euro-American history and culture, and has profoundly influenced the visual arts, theater, music, poetry, and philosophy. It has also spread throughout the world. The Christianity Studies cluster offers a way to study it without the constraints of a conventional major. As befits its place within a university curriculum, Christianity Studies courses are taught by people who come from a variety of faith commitments, including secular ones.

## PATHWAYS

The Christianity Studies cluster offers a set of courses, changing from year to year, which can be grouped under the following headings, as pathways to assist in gaining a coherent understanding of Christianity. These are:

### Christian Thought

### Christianity's Role in the Development of Modern Institutions

### Christianity and Contemporary Social Debates

### World Christianity

### Christian Origins

### Christian Writers

### Christianity in Music

### Christianity in the Visual Arts\*

Although these pathways should provide assistance in devising a more coherent educational experience, those marked with an asterisk also suggest links to various information available through the internet, such as bibliographies, important texts, and musical and video clips.

## COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AFAM361	The Psychology of Prejudice and Discrimination	1
ARHA151	European Architecture to 1750	1
ENGL207	Chaucer and His World	1
GOVT337	Virtue and Glory: Classical Political Theory	1
GOVT344	Religion and Politics	1
GOVT379	Access to Civil Justice	1
HIST201	Medieval Europe	1
HIST202	Early Modern Europe	1

HIST311	Ethnicity and Religion in the Middle East and the Balkans	1
MUSC274	Hymnody in the United States Before the Civil War	1
MUSC448	Ebony Singers: Gospel Music	0.5
RELI201	Introduction to the Hebrew Bible (Old Testament)	1
RELI212	Introduction to the New Testament	1
RELI220	Modern Christian Thought	1
RELI240	Religion in the Roman Empire	1
RELI291	From Jerusalem to Ground Zero: Muslim, Jewish, Christian, Sioux, and Hindu Notions of Sacredness	1
RELI391	Religion and the Social Construction of Race	1
RELI393	'If there is no God, then everything is permitted?' Moral Life in a Secular World	1

# DISABILITY STUDIES CLUSTER

## CO-COORDINATORS

- Margot Weiss (<http://www.wesleyan.edu/academics/faculty/mdweiss/profile.html>)
- Megan Glick (<http://www.wesleyan.edu/academics/faculty/mglick/profile.html>)

Disability Studies is an interdisciplinary field that studies the systems of classification—medical, legal, social, cultural, historical—that organize bodily and psychological difference. Scholars in Disability Studies begin from the perspective that definitions of dis/ability vary historically and cross-culturally, and that bodily norms derived from these definitions have political, social, and economic ramifications for both disabled and nondisabled people. The field explores disability as a social and historical construction, a political identity, and a lived experience.

The Disability Studies course cluster at Wesleyan highlights courses across all divisions that explore disability from a wide range of perspectives. Courses in the cluster give students an introduction to the historical origins of disability, social and scientific classifications of embodied difference, artistic and literary representations of disability, and ongoing political struggles around access, power, and normalization. New directions in Disability Studies include questions of ethics and interdependence, global and local disparities in health and illness, human-animal boundaries, and intersections of disability justice with race, gender, sexuality, age, and other embodied forms of power.

## COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	1
AMST201	Junior Colloquium: Critical Queer Studies	1
AMST203	Junior Colloquium: Biopolitics, Animality, and Posthumanism	1
AMST208	Junior Colloquium: Visual Culture Studies and Violence	1

AMST256	Race and Medicine in America	1
AMST353	Health, Illness, and Power in America	1
BIOL345	Developmental Neurobiology	1
COL238	Animal Theories/Human Fictions	1
FGSS210	Ethics of Embodiment (FGSS Gateway)	1
FGSS329	Waiting: Bodies, Time, Necropolitics	1
LANG190	Beginning American Sign Language I	1
LANG191	Beginning American Sign Language II	1
LANG290	American Sign Language and Current Issues	1
NS&B360	Calderwood Seminar in Public Writing: Neuroplasticity and the Brain	1
PSYC228	Clinical Neuropsychology	1
SISP230	Anti-Psychiatry	1
SISP262	Cultural Studies of Health	1
SISP320	Life and Death: Relations of Biopower and Necropower	1
SOC399L	Advanced Research Seminar: The Social Body	1

## RESOURCES AND LINKS

### WESLEYAN UNIVERSITY LINKS

- Wesleyan Students for Disability Rights (WSDR) (<https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/>)
- Resources for Student Accessibility Services (<http://www.wesleyan.edu/studentaffairs/disabilities/>)
- Faculty Guide to Accessibility Services (<http://www.wesleyan.edu/studentaffairs/disabilities/Faculty/>)
- Graduate Student Guide to Accessibility Services (<http://www.wesleyan.edu/grad/student-services/accessibilityservices.html>)
- Accessible Pathways and Parking Map (<http://www.wesleyan.edu/about/directions/accessibility.html>)

## DISABILITY STUDIES LINKS

### Organizations

- The Society for Disability Studies (SDS) (<http://disstudies.org/>)
- Association on Higher Education and Disability (AHEAD) (<http://www.ahead.org/>)
- International research unit in Disability Studies (iDiS) (<http://idis-eng.uni-koeln.de/>)
- World Institute on Disability (WID) (<http://www.wid.org/>)
- Disability History Association (DHA) (<http://dishist.org/>)
- Centre for Culture & Disability Studies (<http://ccds.hope.ac.uk/>)

## JOURNALS

- *Disability Studies Quarterly*
- *Disability & Society*
- *Journal of Disability Policy Studies*
- *The Review of Disability Studies: An International Journal*
- *Journal of Literary & Cultural Disability Studies*

## OTHER RESOURCES:

- Academic Programs in Disability Studies (<http://disabilitystudies.syr.edu/resources/programsinds.aspx>)
- Disability Studies at Syracuse University (<http://disabilitystudies.syr.edu/>)
- Centre for Disability Studies at the University of Leeds (<http://www.leeds.ac.uk/disability-studies/>)

- The Institute on Disabilities at Temple University (<http://disabilities.temple.edu/>)
- Annotated Disability Studies Bibliography (<http://thechp.syr.edu/selected-annotated-bibliography-disability-studies-and-mental-retardation/>)
- Disability History Online Museum (<http://www.disabilitymuseum.org/dhm/>)
- H-Disability email list (<http://www2.h-net.msu.edu/~disabil/>)
- Disability-Research email list (<http://www.leeds.ac.uk/disability-studies/discuss.htm>)

## HISTORY

Wesleyan's Course Cluster in Disability Studies was a student-led initiative. In 2010, two students active in Wesleyan Students for Disability Rights (WSDR), Ariel Schwartz and Allegra Stout, approached Professor Margot Weiss to discuss strategies for increasing Disability Studies offerings at Wesleyan (see the WSDR 2010 statement of needs and goals here (<https://sites.google.com/a/wesleyan.edu/wesleyan-students-for-disability-rights/statement-of-needs-and-goals/>)). Working with faculty in American Studies, Anthropology, English, FGSS, History, and SISP, Prof. Weiss proposed a Course Cluster in Disability Studies to the Wesleyan faculty in late 2010. The Cluster became part of Wesleyan's curriculum in April 2011 (see Argus coverage here (<http://wesleyanargus.com/2011/04/15/disability-studies-course-cluster-added/>)).

In 2014, Schwartz and Stout published a research article, "It'll Grow Organically and Naturally": The Reciprocal Relationship between Student Groups and Disability Studies on College Campuses (<http://dsq-sds.org/article/view/4253/3593/>), in *Disability Studies Quarterly*. The article explores the role student activism can play in developing disability studies on campus.

## EVENTS ([HTTP://WWW.WESLEYAN.EDU/DISABILITYSTUDIES/EVENTS.HTML](http://www.wesleyan.edu/disabilitystudies/events.html))

## HEALTH STUDIES CLUSTER

### CO-COORDINATORS

- **PEGGY CAREY BEST** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/PCBEST/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/PCBEST/PROFILE.HTML))
- **ISHITA MUKERJI** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/IMUKERJI/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/IMUKERJI/PROFILE.HTML))

Training for the health professions requires knowledge of a broad array of subjects, both science and non-science. For those seeking careers in a wide variety of health professions such broad-based training begins at the undergraduate level. Increasingly, emphasis is placed on the quantitative, medical knowledge required for patient care, the interpersonal and communication skills required for working in health care teams, and the cultural competencies needed for working with a rapidly changing patient demographic.

The health studies course cluster offers students information about the types of courses at Wesleyan that provide appropriate background for those seeking careers in the health professions.

The goal of current health professions graduate programs is to create health professionals who have the knowledge, skills and flexibility to succeed in today's rapidly evolving health care environment. In addition to the commonly required science courses in biology, chemistry, and physics, studying anthropology, sociology, ethics, psychology, and statistics is an important aspect of preparation

for any of the health professions, along with the ability to integrate and apply the knowledge obtained to improve health outcomes for all populations. Having appropriate courses listed in the cluster encourages students to sample the breadth of the curriculum while still achieving proficiency in the recommended areas. There are multiple courses in any one disciplinary area that can provide the needed information and conceptual foundation, so the cluster highlights many different courses offering appropriate content. We want to encourage students to pursue an integrative, interdisciplinary approach to their education in this area.

Students and advisors are encouraged to make use of the cluster listing when selecting courses to fulfill major, minor and certificate requirements, as well as general education expectations. By choosing from cluster courses students will gain proficiency in the health studies area while also mastering the in-depth disciplinary perspective that comes with their chosen major.

## COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
<b>Biology, Molecular Biology and Biochemistry, Neuroscience and Behavior</b>		
BIOL173	Global Change and Infectious Disease	
BIOL181	Principles of Biology I: Cell Biology and Molecular Basis of Heredity	
BIOL182	Principles of Biology II	
BIOL191	Principles of Biology I--Laboratory	
BIOL192	Principles of Biology II--Laboratory	
BIOL210	Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project	
BIOL239	Functional Anatomy of the Human Brain	
BIOL265	Bioinformatics Programming	
BIOL318	Nature and Nurture: The Interplay of Genes and Environment	
BIOL325	Stem Cells: Basic Biology to Clinical Application	
BIOL353	Neurobiology of Neurological Disorders	
MB&B119	Biology and Chemistry in the Modern World: A Survey of Drugs and Disease	
MB&B228	Introductory Medical Biochemistry	
MB&B231	Microbiology	
NS&B213	Behavioral Neurobiology	
NS&B227	Motivation and Reward	
NS&B228	Clinical Neuropsychology	
NS&B316	Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives	
NS&B329	Neural Costs of War	
NS&B356	Neurodevelopmental Disorders	
<b>Methods/Quantitative Analysis</b>		
MATH117	Introductory Calculus	
MATH118	Introductory Calculus II: Integration and Its Applications	
MATH119	Elements of Calculus, Part I	
MATH120	Elements of Calculus, Part II	
MATH121	Calculus I	
MATH122	Calculus II	
MATH132	Elementary Statistics	
MATH232	Mathematical Statistics	

NS&B280	Applied Data Analysis
NS&B392	Behavioral Methods in Affective Neuroscience
PSYC200	Statistics: An Activity-Based Approach
PSYC245	Psychological Measurement
<b>Psychology</b>	
PSYC222	Sensation and Perception
PSYC225	Cognitive Neuroscience
PSYC259	Discovering the Person
PSYC325	Healthy Places: Practice, Policy, and Population Health
PSYC350	Seminar in Eating Disorders
PSYC399	Advanced Research in Gambling, Drugs, and Junk Food
<b>Social Science/Humanities</b>	
AMST256	Race and Medicine in America
ANTH211	Health and Social Justice
ANTH349	The Human Skeleton
ECON308	Healthcare Economics
ENGL132	Writing Medicine and the Doctor-Writer
GOVT271	Political Economy of Developing Countries
HIST222	Disease and Epidemics in Historical Perspective
HIST393	Materia Medica: Drugs and Medicines in America
PHIL215	Humans, Animals, and Nature
SISP205	Sciences as Social and Cultural Practices
SISP215	Metabolism and Technoscience
SISP230	Anti-Psychiatry
SISP262	Cultural Studies of Health
SISP315	The Health of Communities
SISP320	Life and Death: Relations of Biopower and Necropower
SISP321	BioFeminisms: Science, Matter, and Agency
SOC241	Mental Illness and Society
SOC313	Time, Masks, Mirrors: Aging in America
SOC399E	Advanced Research Seminar: Food and Society (no longer active)
<b>Environmental Studies</b>	
ENVS260	Global Change and Infectious Disease
ENVS361	Living in a Polluted World
HIST135	American Food
<b>Chemical and Physical Sciences</b>	
CHEM141	General Chemistry I
CHEM152	Introductory Chemistry Laboratory
CHEM251	Principles of Organic Chemistry I
CHEM252	Principles of Organic Chemistry II
CHEM257	Intermediate Chemistry Laboratory
CHEM258	Organic Chemistry Laboratory
CHEM309	Molecular and Cellular Biophysics
CHEM321	Biomedical Chemistry
CHEM325	Introduction to Biomolecular Structure
CHEM381	Physical Chemistry for the Life Sciences
CHEM383	Biochemistry
CHEM387	Enzyme Mechanisms



PHYS111	Introductory Physics I
PHYS112	Introductory Physics II
PHYS113	General Physics I
PHYS116	General Physics II
PHYS121	Physics Laboratory I
PHYS122	Physics Laboratory II
PHYS123	General Physics Laboratory I
PHYS124	General Physics Laboratory II

## QUEER STUDIES CLUSTER

### COORDINATOR

- **MARGOT WEISS** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/MDWEISS/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/mdweiss/profile.html))

Queer Studies focuses on the social production and regulation of sexuality, asking: How does sexual normativity structure and shape diverse social and political institutions? What are the intersections of sexual marginality and other axes of difference (gender, race, ethnicity, disability, class, indigeneity, nation)? How does the social organization of desire produce forms of oppression and of resistance in varied places and times?

The Course Cluster in Queer Studies at Wesleyan includes courses across the humanities, the humanistic social sciences, and the interdisciplinary programs. Particular research and teaching strengths at Wesleyan include queer theory, theories of difference and embodiment (including disability and trans studies), queer of color critique, and transnational sexuality studies. Wesleyan Queer Studies courses are listed on WesMaps ([https://owaprod-pub.wesleyan.edu/reg/!wesmaps\\_page.html?stuid=&facid=NONE&subj\\_page=XQST&term=1199](https://owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html?stuid=&facid=NONE&subj_page=XQST&term=1199)).

If you have questions regarding Queer Studies at Wesleyan, please contact the cluster's coordinator, Professor Margot Weiss ([mdweiss-at-wesleyan.edu](mailto:mdweiss-at-wesleyan.edu)) ([mdweiss@wesleyan.edu](mailto:mdweiss@wesleyan.edu)).

### COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	
AMST201	Junior Colloquium: Critical Queer Studies	
AMST203	Junior Colloquium: Biopolitics, Animality, and Posthumanism	
AMST218	Introduction to Queer Studies	
AMST237	Histories of Modern U.S. Gender and Sexuality	
AMST256	Race and Medicine in America	
AMST286	Queer Activism and Radical Scholarship: Beyond Theory vs. Practice	
AMST351	Queer of Color Critique	
AMST353	Health, Illness, and Power in America	
ANTH203	Sex, Money, and Power: Anthropology of Intimacy and Exchange	
ARHA170	Postmodernism and the Long 1980s	
CHUM356	Queer Necropolitics	
DANC378	Repertory and Performance	

ENGL328	Brown, Black, and Queer Forms and Feelings
ENGL349	Historicizing Early Modern Sexualities
ENGL378	Queer Times: Poetics, Activisms, Temporalities
FGSS200	Sex/Gender in Critical Perspective (FGSS Gateway)
FGSS209	Feminist Theories
FGSS210	Ethics of Embodiment (FGSS Gateway)
FGSS321	BioFeminisms: Science, Matter, and Agency
FGSS329	Waiting: Bodies, Time, Necropolitics
MUSC294	Queer Opera
RELI379	Christianity and Sexuality
SOC244	Feminist and Queer Theories of Social Reproduction
SOC293	Pleasure and Power: The Sociology of Sexuality
SOC299	The Future Perfect
THEA267	Revolution Girl-Style Now: Queer and Feminist Performance Strategies
THEA364	Friendship and Collaboration: In Theory, In Practice

## SERVICE-LEARNING CLUSTER

### COORDINATOR

- **PEGGY CAREY BEST** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/PCBEST/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/pcbest/profile.html))

Service Learning (SL) integrates experiences outside the classroom with an academic curriculum taught within the classroom. As one form of experiential education, service learning seeks to broaden students' understanding of course content through activities which are, at the same time, of service to the campus and/or surrounding community. Through structured reflection on their service, students are able to test and deepen their understanding of theoretical approaches in virtually any discipline.

The Allbritton Center (<http://www.wesleyan.edu/allbritton/>) for the Study of Public Life provides support and resources for faculty interested in incorporating service learning into their courses. Service-Learning Initiative Grants ([http://www.wesleyan.edu/slc/facultyresources/obligations\\_support.html](http://www.wesleyan.edu/slc/facultyresources/obligations_support.html)) (SLIGs) provide faculty with funds to develop their new service-learning courses. Faculty who teach service-learning courses often work closely with the Jewett Center for Community Partnerships (<http://www.wesleyan.edu/jccp/>).

### COURSES ASSOCIATED WITH THE CLUSTER

Code	Title	Hours
AFAM307	Black Middletown Lives: The Future of Middletown's African American Past	1
ASTR430	Seminar on Astronomical Pedagogy	0.25
CHEM241	Informal Science Education for Elementary School Students I	1
CHEM242	Informal Science Education for Elementary School Students II	1
CSPL210	Money and Social Change: Innovative Paradigms and Strategies	1

E&ES260	Oceans and Climate	1
E&ES261	Techniques in Ocean and Climate Investigations	0.5
E&ES281	GIS Service-Learning Laboratory	0.5
ENVS361	Living in a Polluted World	1
HIST216L	European Intellectual History since the Renaissance- Service Learning	1
MUSC463	Teaching Music Lessons to Children in Local Schools	1
NS&B360	Calderwood Seminar in Public Writing: Neuroplasticity and the Brain	1
PSYC209	Research Methods in Ecological-Community Psychology	1
PSYC328	Current Research in Early Childhood	1
PSYC355	Psychology of Reading	1
PSYC384	Advanced Research in Cognitive Development	1
SISP245	Ethnography and Design	1
SOC315	The Health of Communities	1.25
SOC316	Community Research Seminar	1.5
THEA115	America in Prison: Theater Behind Bars	1
DANC376	The Artist in the Community: Civic Engagement and Collaborative Dancemaking	1

## COURSES & PROJECTS ([HTTP://WWW.WESLEYAN.EDU/SLC/PROJECTS-COURSES.HTML](http://www.wesleyan.edu/slc/projects-courses.html))

### GETTING INVOLVED

Wesleyan students have a long history of getting involved in the greater Middletown community. Much of this is done through volunteer and community service through the Jewett Center for Community Partnerships (<http://www.wesleyan.edu/jccp/>). But some academic courses—service-learning courses—also have a service component to them. In the past, students enrolled in service-learning courses at Wesleyan have:

- Conducted the homeless count required by the United States Department of Housing and Urban Development for the Middlesex Supportive Housing Coalition;
- Examined the effect of local preschools on preparing kindergarteners to be school-ready, for the Middletown School Readiness Council;
- Studied the North End landfill to determine whether the methane it produced could be harvested economically;
- Taught 20<sup>th</sup> century music compositional techniques to Middletown High School students;
- Taught dance classes at the Green Street Arts Center;
- Aided medical research at the Community Health Clinic.

If you think Wesleyan students might be of help in a project your organization or agency is doing, planning, or just imagining, the first step is an informal discussion with the Director of the Allbritton Center.

### FACULTY RESOURCES

#### Getting Started with Service Learning

When integrated into an academic course, community service provides a pedagogical tool that allows students to develop a deeper understanding of course material. The service can take many forms such as volunteer work, research for local organizations, teaching opportunities, policy-related work, community organizing activities, as well as other forms of service activities.

Students may work directly with local community members through direct engagement activities or work on campus in the service of the members of the university community.

Faculty who want to explore developing a service-learning course should feel free to contact the Director for Service Learning, Peggy Carey Best ([pcbest@wesleyan.edu](mailto:pcbest@wesleyan.edu)), or the Director of the Allbritton Center to discuss their ideas. Information about service-learning courses, including syllabi, from almost all disciplines is available at the Jewett Center for Community Partnerships (<http://www.wesleyan.edu/ccp/>) (JCCP) in Allbritton, 3rd floor. The Director for Service Learning and other Allbritton Center staff members can assist faculty members in identifying potential community partners.

Service-Learning Initiative Grants ([http://cascadewww-staging.wesleyan.edu/slc/facultyresources/obligations\\_support.html](http://cascadewww-staging.wesleyan.edu/slc/facultyresources/obligations_support.html)) (SLIGs) provide faculty with funds to support the development of a new service-learning course (transportation costs, materials, training, and stipend).

Transportation (<http://www.wesleyan.edu/jccp/about/vaninfo.html>) for students in service-learning courses to their community placements may be arranged through the Jewett Center for Community Partnerships.

## SUSTAINABILITY AND ENVIRONMENTAL JUSTICE

In 2019, Wesleyan launched a new course cluster in sustainability & environmental justice ([https://iasext.wesleyan.edu/regprod/?wmaps\\_page.html?stuid=&facid=NONE&subj\\_page=XSEJ&term=1189](https://iasext.wesleyan.edu/regprod/?wmaps_page.html?stuid=&facid=NONE&subj_page=XSEJ&term=1189)). Encompassing climate change, ecological sustainability, and environmental justice, this course cluster recognizes that sustainability and environmental justice are (or should be) central to public policy debates, scientific and intellectual inquiry, and the foundations of social and economic life. By framing sustainability and environmental justice together, we draw attention to equitable access to protection to all species without unfairly distributing risk of harm to some individuals and groups that live within them.

This course cluster is intended to cut across Wesleyan's academic divisions and within all disciplines, whether natural, social, or humanistic modes of thought and practice. A course cluster also makes these courses easier to find for both students and faculty advisors (especially important as they cross both disciplinary and divisional lines), attract prospective students to Wesleyan, and raise awareness of this field among students and faculty.

### CONTACT

To submit a course to the cluster, please contact Tony Hatch at [ahatch@wesleyan.edu](mailto:ahatch@wesleyan.edu).

### DESCRIPTION

Topics that fall within sustainability and environmental justice may include but are not limited to the following eight themes and questions:

1. The relationship between power, social inequities and the development of just and sustainable communities.
2. How diversity, including biodiversity and cultural diversity, contributes to sustainable systems.

3. Dynamics of industrial production and mass consumption as they relate to environmental health and human well-being and explore strategies for developing sustainable life practices.
4. How social systems promote, or fail to promote, cultures of sustainability, especially in terms of tolerance, non-violence and peace.
5. How human well-being depends on ecosystem processes and non-toxic materials.
6. The politics and economics of sustainable development including its social benefits and environmental costs raise critical questions about what development and progress mean for different communities.
7. How science and technology shape the environmental realities and public health policies at both the local and global levels.
8. Multiple ways of representing and understanding humans' relationships to the environment, and how taken-for-granted metaphors and stories can promote or damage environmental and public health.

Wesleyan currently has several academic units that house faculty whose interests may fall under the domain of sustainability and environmental justice (e.g., the College of the Environment, Earth & Environmental Sciences), but not entirely nor comprehensively so.

Through the Wesleyan Sustainability Office and with funding from the College of the Environment, we anticipate offering pedagogical support to faculty on an ongoing basis, both increasing and sharpening course offerings in sustainability and environmental justice going forward. This will expand the number of faculty and students focused on this vitally important area of scholarly and policy concern.

## COURSES ASSOCIATED WITH THE CLUSTER

For a current list of courses offered, visit WesMaps ([https://iasext.wesleyan.edu/regprod/lwesmaps\\_page.html?stuid=&facid=NONE&subj\\_page=XSEJ&term=1189](https://iasext.wesleyan.edu/regprod/lwesmaps_page.html?stuid=&facid=NONE&subj_page=XSEJ&term=1189)).

The course list includes\*:

*(All courses listed by originating department/program, and with the approval of the instructors)*

Code	Title	Hours
AMST174	Popular Culture and Social Justice: An Introduction to American Studies	1
ANTH305	Infrastructure Matters: Power, Protest, and the Grid	1
ANTH312	Eat, Grow, Save: The Anthropology of Food and Justice	1
ARHA352	Energy and Modern Architecture, 1850--2015	1
BIOL173	Global Change and Infectious Disease	1
BIOL215	Evolution in Human-Altered Environments	1
E&ES250	Environmental Geochemistry	1
GOVT322	Global Environmental Politics	1
GOVT392	Theorizing the City	1
LAST240	From the Banjo to Dembow: Afro-Caribbean Music in Motion	1
PHIL270	Environmental Philosophy	1
PHIL353	Blackness in the Anthropocene	1
PSYC325	Healthy Places: Practice, Policy, and Population Health	1
PSYC361	The Psychology of Prejudice and Discrimination	1
SISP215	Metabolism and Technoscience	1

SISP262	Cultural Studies of Health	1
SOC315	The Health of Communities	1.25

\*This list represents interdisciplinary and interdivisional regularly-taught courses on Sustainability and Environmental Justice. Some courses on this list have emerged through the Sustainability Across the Curriculum initiative while others already fell within the scope of faculty research and teaching interests. Some courses position questions of sustainability and/or environmental justice at the center of inquiry, whereas others may devote only one or two course modules to such inquiry.

# URBAN STUDIES CLUSTER

## CO-COORDINATORS

- **JOE SIRY** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/JSIRY/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/jsiry/profile.html))
- **DANIELLE GANDOLFO** ([HTTP://WWW.WESLEYAN.EDU/ACADEMICS/FACULTY/DGANDOLFO/PROFILE.HTML](http://www.wesleyan.edu/academics/faculty/dgandolfo/profile.html))

Urban Studies is an area in which Wesleyan students can have both curricular and professional interests. Several University Major proposals in the last few years have been in the area of Urban Studies, and a number of Wesleyan students go on to graduate school and/or careers in areas such as Architecture, Geography, Public Policy, Urban Policy, and Urban Planning.

## COURSES ASSOCIATE WITH THE CLUSTER

Code	Title	Hours
<b>Courses with primary focus on urban studies-related topics</b>		
AFAM252	Writing on the Land of Freedom: The Pastoral in African American Literature	
ANTH249	From Metropolis to Megalopolis	
ARHA151	European Architecture to 1750	
ANTH230	Anthropology of Cities	
ARHA244	European Architecture and Urbanism, 1750-1910	
ARHA246	American Architecture and Urbanism, 1770--1914	
ARHA254	Architecture of the 20th Century	
ARHA258	Contemporary World Architecture	
CCIV234	Art and Society in Ancient Pompeii	
CHUM304	Britons and Other Life Forms	
COL270	Modernist City-Texts	
ECON316	Urban Economics	
FGSS329	Waiting: Bodies, Time, Necropolitics	
GOVT392	Theorizing the City	
HIST117	Chinese Cities	
RELI272	Ethics After the Holocaust	
HIST399	History and Geography	
<b>Courses with secondary focus on urban studies-related topics</b>		
ENGL204	American Literature, 1865-1945: The Americanization of Power	
GOVT369	Political Psychology	

HIST207	Japan Since 1868: Society and Culture in Modern Japanese History
HIST246	France at War, 1934--1944
HIST303	Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

**HA Courses**

ARHA151	European Architecture to 1750
ARHA244	European Architecture and Urbanism, 1750-1910
ARHA246	American Architecture and Urbanism, 1770--1914
ARHA254	Architecture of the 20th Century
ARHA258	Contemporary World Architecture
CCIV234	Art and Society in Ancient Pompeii
FGSS329	Waiting: Bodies, Time, Necropolitics

**SBS Courses**

ANTH230	Anthropology of Cities
ANTH249	From Metropolis to Megalopolis
ECON316	Urban Economics
GOVT369	Political Psychology
GOVT392	Theorizing the City
HIST207	Japan Since 1868: Society and Culture in Modern Japanese History
HIST117	Chinese Cities
HIST246	France at War, 1934--1944
HIST303	Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

# COURSE DESCRIPTIONS

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## A

- African American Studies (AFAM) (p. 244)
- American Studies (AMST) (p. 263)
- Anthropology (ANTH) (p. 285)
- Arabic (ARAB) (p. 298)
- Archaeology (ARCP) (p. 299)
- Art History (ARHA) (p. 305)
- Art Studio (ARST) (p. 316)
- Astronomy (ASTR) (p. 322)

## B

- Biology (BIOL) (p. 326)

## C

- Center for Global Studies (CGST) (p. 342)
- Center for Jewish Studies (CJST) (p. 348)
- Center for the Humanities (CHUM) (p. 351)
- Center for the Study of Public Life (CSPL) (p. 362)
- Chemistry (CHEM) (p. 376)
- Chinese (CHIN) (p. 385)
- Classical Civilization (CCIV) (p. 388)
- College of East Asian Studies (CEAS) (p. 394)
- College of Integrative Sciences (CIS) (p. 412)
- College of Letters (COL) (p. 418)
- College of Social Studies (CSS) (p. 438)
- Computer Science (COMP) (p. 440)

## D

- Dance (DANC) (p. 446)

## E

- Earth and Environmental Sciences (E&ES) (p. 454)
- Economics (ECON) (p. 465)
- Education Studies (EDST) (p. 475)
- English (ENGL) (p. 478)
- Environmental Studies (ENVS) (p. 515)

## F

- Feminist, Gender, and Sexuality Studies (FGSS) (p. 530)
- Film Studies (FILM) (p. 547)
- French Language and Literature (FREN) (p. 558)

## G

- German Literature in Translation (GELT) (p. 564)
- German Studies (GRST) (p. 566)
- Government (GOVT) (p. 574)
- Greek (GRK) (p. 590)

## H

- Hebrew (HEBR) (p. 593)
- Hindi-Urdu Language (HIUR) (p. 594)
- History (HIST) (p. 595)

## I

- Italian (ITAL) (p. 623)

## J

- Japanese (JAPN) (p. 628)

## K

- Korean (KREA) (p. 630)

## L

- Latin (LAT) (p. 632)
- Latin American Studies (LAST) (p. 634)
- Less Commonly Taught Languages (LANG) (p. 644)

## M

- Mathematics (MATH) (p. 646)
- Medieval Studies (MDST) (p. 652)
- Molecular Biology and Biochemistry (MB&B) (p. 661)
- Music (MUSC) (p. 675)

## N

- Neuroscience & Behavior (NS&B) (p. 695)

## P

- Philosophy (PHIL) (p. 704)
- Physical Education (PHED) (p. 719)
- Physics (PHYS) (p. 722)
- Portuguese (PORT) (p. 731)
- Psychology (PSYC) (p. 731)

## Q

- Quantitative Analysis Center (QAC) (p. 747)

## R

- Religion (RELI) (p. 752)
- Romance Languages and Literatures (p. 765)
- Russian (RUSS) (p. 774)
- Russian Literature in English (RULE) (p. 779)
- Russian, East European, and Eurasian Studies (REES) (p. 782)

## S

- Science in Society Program (SISP) (p. 789)
- Sociology (SOC) (p. 805)
- Spanish Language and Literature (SPAN) (p. 812)

## T

- Theater (THEA) (p. 821)

## U

- University (UNIV) (p. 835)

## W

- Writing (WRCT) (p. 836)

# AFRICAN AMERICAN STUDIES (AFAM)

### **AFAM101 Introduction to Africana Studies: Black Radical Thought and Praxis**

This course will introduce students to the intellectual history and political economy of Africa and the African diaspora. It will take up important historical issues and questions that continue to animate, even haunt the modern world: race, race relations, and anti-black racism; the universality of whiteness and white supremacy; the fungibility of the black body; the vulnerability and precarity of black life; and the complex and 'unthinkable' histories and afterlives of chattel slavery, racial capitalism, settler colonialism, and the Middle Passage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

### **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**

### **AFAM115F Freedom School (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

### **AFAM116F The Black Radical Tradition (or Black Radicalism) (FYS)**

In a nation that was founded on the liberty of white men and women, and the enslavement of people of African descent, black radical action and movements have steered the history of struggles for freedom, citizenship, equal treatment, social and economic justice, and protection from the state. Figures such as Maria Stewart, Frederick Douglass, W. E. B. Du Bois, Marcus Garvey, Paul Robeson, and Angela Davis constitute part of a long tradition of black radicals. Even as



the meaning of 'radical' has shifted historically, black radicals are joined by their visions of dismantling existing systems and institutions for a freer and more equitable society. Spanning the periods of black radical abolitionism, black nationalism, Black Power, and the Black Lives Matter movement, this course explores key radical thinkers, activists, and texts in historical perspective.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM141 What is Religion? Shamans, Kool-Aid, and the First Amendment**

Were the people who drank the Kool-Aid at Jonestown brainwashed, or did they die for a noble cause? How do evangelical Christians read the Bible, and does it have anything to do with their support for Trump? Can theology help us be better environmentalists? What's the relationship between gender, shamans, and Stalin? What exactly does the First Amendment protect? This class will introduce you to the ways in which we study religions by reading critical case studies about the Peoples Temple, Mongolian shamanism, Jerry Falwell, ecospirituality and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI151, AMST261**

Prereq: **None**

#### **AFAM152F Staging America: Modern American Drama (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175F, AMST125F, COL125F, FGSS175F, THEA172F**

Prereq: **None**

#### **AFAM171F The Prison State: Race, Law, and Mass Incarceration in U.S. History (FYS)**

This first-year seminar course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM177F 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: **ENGL176F, THEA175F**

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 anthropological 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 will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) and Saidiya Hartman's 'Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America' (1997); and Harriet Jacobs's 'Incidents in the Life of a Slave Girl' (1861) together with Hortense Spillers's 'Mama's Baby, Papa's Maybe: An American Grammar Book' (1987). In addition to these classic 19th-century slave narratives

and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.

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**

This course examines the historical interactions between peoples on three continents--Africa, Europe, and the Americas--and the consequences of European colonization, trans-Atlantic slavery, and racial capitalism. Focusing on a period from the Antiquity to the late 19th centuries, we will explore how European notions concerning Africa its peoples evolved over millennia in response to shifting political, economic, and demographic circumstances. We will chart how Africans and their descendants in the Americas experienced and responded to colonialism. And we will analyze how debates concerning enslavement and freedom, indigeneity and civilization, and pan-Africanism and national citizenship played out across the African Diaspora and in the United States.

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 course explores the African American struggle for equality, liberation, and justice from Reconstruction through to the present. We will examine how gender, class, sexuality, and ideology, among other factors, have shaped the history of black protest and community. We will visit key periods and themes including Jim Crow/segregation, The Great Migration, World War II, Civil Rights, Black Power, and Black Lives Matter, to understand the intersection of the African American lives and American history. Central to this course are the ways that African Americans have exposed American hypocrisy; have shown their historical patriotism; and have challenged American institutions to live up to their professed ideals.

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**

#### **AFAM208 History of African American Art**

This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and 'post-Black' exhibitions, art works will serve as a primary source to ask, is there such a thing as a 'Black aesthetic' and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls 'freedom dreams.'

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA269, AMST248**

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 Empires, Slavery, and Revolution: Africa to 1800**

In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST217**

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 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: **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, Antilleanite, Creolite, and Louisianitude.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL225, AMST226, FREN225, LAST220**

Prereq: **None**

#### **AFAM224F Afrofuturism (FYS)**

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 and 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 identification, and presenting alternative visions of the futures of blackness.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM225 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.' While Achebe is a formative influence on Adichie and on many other contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. These include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, queer African literature, 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL223**

Prereq: **None**

#### **AFAM226 Afro-Surrealism**

Amiri Baraka coined the term 'Afro-Surreal' to describe the writer Henry Dumas's 'skill at creating an entirely different world organically connected to this one.' In his 2009 'Afro-Surrealist Manifesto,' D. Scot Miller builds on Baraka's observations and distinguishes Afro-Surrealism from Afrofuturism in the former's concern with the 'RIGHT NOW.' Indeed, in the 'right now' of 2018, Afro-Surrealism seems to be having a moment, with the success of films like 'Sorry to Bother You' and 'Get Out,' the musical and filmic work of Donald Glover/Childish Gambino, the visual art of Kara Walker and Kehinde Wiley, and the literature of Paul Beatty and Colson Whitehead, among others. This course will examine this contemporary resurgence of the Afro-Surreal, and trace its echoes in black popular music, in the work of African American literary figures like Dumas, Toni Morrison, Bob Kaufman, Ralph Ellison, Jean Toomer, and Zora Neale Hurston, and through its African and Afrodiasporic foundations in the work of artists inspired by Léopold Senghor's Négritude movement. All of these artists 'distort reality for emotional impact,' as Miller puts it, and we will aim to connect these distortions of the 'right now' to the material reality of life under regimes of anti-blackness and racial oppression that these Afro-Surreal works lays bare.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **ENGL229**

Prereq: **None**

#### **AFAM226F Afro-Surrealism (FYS)**

Amiri Baraka coined the term 'Afro-Surreal' to describe the writer Henry Dumas's 'skill at creating an entirely different world organically connected to this one.' In his 2009 'Afro-Surrealist Manifesto,' D. Scot Miller builds on Baraka's observations and distinguishes Afro-Surrealism from Afrofuturism in the former's concern with the 'RIGHT NOW.' Indeed, in the 'right now' of 2018, Afro-Surrealism seems to be having a moment, with the success of films like 'Sorry to Bother You' and 'Get Out,' the musical and filmic work of Donald Glover/Childish Gambino, the visual art of Kara Walker and Kehinde Wiley, and the literature of Paul Beatty and Colson Whitehead, among others. This course will examine this contemporary resurgence of the Afro-Surreal, and trace its echoes in black popular music, in the work of African American literary figures like Dumas, Toni Morrison, Bob Kaufman, Ralph Ellison, Jean Toomer, and Zora Neale Hurston, and through its African and Afrodiasporic foundations in the work of artists inspired by Léopold Senghor's Négritude movement. All of these artists 'distort reality for emotional impact,' as Miller puts it, and we will aim to connect these distortions of the 'right now' to the material reality of life under regimes of anti-blackness and racial oppression that these Afro-Surreal works lays bare.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM229 Reading Toni Morrison: Blackness and the Literary Imagination**

This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--'Beloved' (1987), 'Jazz' (1992), and 'Paradise' (1997)--and 'Playing in the Dark: Whiteness and the Literary Imagination' (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): 'The Bluest Eye' (1970); 'Sula' (1973); 'Song of Solomon' (1977); 'Tar Baby' (1981); 'Love' (2003); 'A Mercy' (2008); 'Home' (2012); and 'God Help the Child' (2015).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **ENGL241**

Prereq: **None**

#### **AFAM230F Marxism and Abolitionism (FYS)**

This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Otilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST232F, AMST132F**

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**

#### **AFAM233 All Ah We: Contemporary Afro-Caribbean Drama & Performance**

What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present 'Caribbean' and/or 'West Indian' subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine



these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL233, THEA233**

Prereq: **None**

#### **AFAM235 Activism and Theories of Change**

In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. When do they strengthen one another, and when do they collide? What ethical or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women's rights, queer rights, and economic justice. We will also consider the strategies of other recent movements such as Occupy, Black Lives Matter and gun safety activism, and we will allow time to discuss events that may occur in real time over the course of the semester. In recognition of the 100th anniversary of women's suffrage in the U.S., we will discuss the American women's suffrage movement with respect to its tactics, conflicts, failures and successes. This course will be relevant to students interested in public policy, feminism, gender and sexuality studies, and other social sciences, and will provide useful insight for future organizers and activists, lawyers, and public policy makers.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL235, FGSS236**

Prereq: **None**

#### **AFAM237 Technologies of the Self**

Where does the idea of an authentic self come from? This desire to represent the authentic self informs the narrative genre of the confession and memoir and the visual one of the selfie alike. Yet both the memoir and the selfie 'self' are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include 'writing' technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL250, AMST223**

Prereq: **None**

#### **AFAM240 From the Banjo to Dembow: Afro-Caribbean Music in Motion**

This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific 'musical itineraries.' These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly 'reggae' dances led by Jamaicans in early

20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of 'the Caribbean' itself. No prior musical knowledge is required for this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST240**

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**

#### **AFAM242 Intimate Histories: Black Women's Sexuality**

Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS242**

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**

#### **AFAM246 Black Feminisms in the Americas: Politics, Representation, and Queer Ruminations of Elsewhere**

This course will explore Black feminist intellectual productions, highlighting the many theoretical, political, and critically imaginative elements found throughout early and contemporary works. Our discussions will reflect on power, the production of knowledge, identity, inequality, and the politics and perils of Black feminist struggle. Relying on a variety of texts and media—such as writings, visual & performance arts, poetry, music, and film—students should expect to engage with key issues and debates, along with the epistemological challenges offered by queer of color critique, trans/national perspectives, and social alternatives emerging from across the Black (feminist) diaspora.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS264**

Prereq: **None**

#### **AFAM247 Contemporary African American Poetry and Its Pasts**

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**

#### **AFAM248 Race, Ethnicity, and Popular Music**

This course explores race and ethnicity in the United States through sound and song. By studying diverse topics—from the Boston Tea Party, blackface minstrelsy, and the rise of Jim Crow, to Native Hawaiian influences on the Mississippi Delta blues, to the unexpected connection between elevator music and the Spanish American War—we will learn about the history of settler colonialism, anti-black racism, U.S. imperialism, global capitalism, and hetero-patriarchy. We will also remain attentive to music as a transgressive and revolutionary force, one that facilitates hybrid identities and movements that celebrate difference, offering alternate visions for what it means to be and sound free. Investigating primary sources will demonstrate how musical genres may act as reservoirs of shared history and collective identity. As Ronald Radano has argued, discussions about music can have tangible influences because debates about music are a proxy for larger social issues with real-life consequences. Can music make (or unmake) race? Can a song change the world?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

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 Integrative Learning Project 1: Reflecting About the Liberal Arts**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

All sophomores, juniors and seniors are welcome in this course. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can take this course more than once, but only once per academic year.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT200, RL&L250, CSPL200**

Prereq: **None**

#### **AFAM251 Communicating Racial Justice**

This course is focused on racial justice and how it relates to society. It is designed to and will facilitate conversations about racial justice work that foster authentic engagement with learners. In our time together we will discuss how diversity, race, and racism impact the work we do and explore the benefits



and challenges associated with diversity in society. We will discuss biases and discriminatory practices' effects on families and talk about the factors that cause a disproportionate representation of minorities. Other areas that will be discussed and explored are cultural competency, cultural humility, disproportionality, disparity, and how they relate to the impact of culture and perceptions that can communicate multiple messages.

This course will allow students to use and communicate what they know about racial justice and equity to build understanding and agreement. Students will learn how to have conversations about race with presence, grace, and authority.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

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**

#### **AFAM254 The History of Race and Sex in America**

Everything in our contemporary moment has a historical precedent. This course explores the ways that race, class, gender, ethnicity, and sexual orientation have intersected to shape American lives and group identities. Focusing on the concept of intersectionality, this course looks at the relationship between power, rights, and citizenship; namely who is included and who is excluded at a given time and why. Thinking about how sex has factored into these dynamics, we'll be covering topics such as sexual coercion and consent, interracial marriage, and civil rights in historical perspective. Spanning the early American period through to the present, we will focus specifically on how the understanding of blackness and whiteness, manhood and womanhood, and heterosexuality and homosexuality changed over time.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM257 System Mapping for Social and Environmental Impact**

In recent years, growing interest in social entrepreneurship has pushed students to 'solve' complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a 'systems map' that documents the economic, political, and cultural factors behind their problem, as well as the current 'solutions landscape.'

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL257, ENVS208**

Prereq: **None**

#### **AFAM258 Beyond the Vote: Race and American Democracy**

The ideals of civic equality enshrined in the Declaration of Independence and the Fourteenth Amendment have rarely applied to African Americans. Yet African Americans continue to challenge the United States to live up to its own ideals of civic equality. This course will explore the ways in which African Americans and the issue of race have shaped the twin concepts of American democracy and American citizenship from the U.S. Constitution to the present.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST248**

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**

#### **AFAM261 Beyond the Talking Book: Reading African American Literature in the Newspapers**

The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Cyril Briggs, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of The Christian Recorder; The Anglo-African Magazine; The Colored American Magazine; The Crisis; The Crusader; Opportunity; and Fire!! The guiding question in our readings is this: how does our understanding of these canonical texts change when we read them in their original context--as either serial novels, or as components of a larger composite magazine, consisting of multiple different texts and images? In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine.

Authors we will read include: Frederick Douglass, Charles Chesnutt, Frances Ellen Watkins Harper, Langston Hughes, Zora Neale Hurston, W.E.B. Du Bois. In order to get a better understanding of the literary conventions of the serial form, students will read one of the assigned serialized novels (Pauline Hopkins' Of One Blood) in its original installment-format, week-by-week. Reading these

works serially will also enable them to play closer attention to each installment's relationship to its surrounding texts and images.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL262, AMST262**

Prereq: **None**

#### **AFAM262 Jazz Technique**

This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and media to better understand the place of jazz dance in society and culture at large.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Identical With: **DANC213**

Prereq: **None**

#### **AFAM263 Critical Race and Art History: Theories and Methods**

How does the practice of art history shift if we begin with questions of race and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by historical conditions of domination and subjugation, and the histories of material production and cultural expression are fundamentally entwined with the circuits of colonialism and racialized regimes of power. From the appearance of parrots in 17th-century Dutch paintings, to the role of photography in the abolition of slavery, to Indigenous perspectives on materiality, the course offers a grounding in art historical research methods, a critical perspective on the field's historiography, and a survey of key recent scholarly contributions. Building toward a final project in which students conduct original research, the course will focus on close looking, the politics and ethics of citation, and will familiarize students with working with archives.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA295**

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 (the 1950s and 60s): 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, FGSS276**

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**

Prereq: **None**

#### **AFAM271 The Prison State: Race, Law, and Mass Incarceration in U.S. History**

This course explores the history and effects of the United States' mass incarceration crisis. The U.S. incarcerates more people than any other country in the world. And people of color make up a highly disproportionate number of the over 2 million individuals incarcerated in the U.S. today. Beginning with slavery and continuing through the rise of prisons, debt peonage, Jim Crow, and the Black Lives Matter movement, the course will explore how efforts to police, detain, and control black bodies have been at the center of U.S. law and legal practice since the nation's founding. At the same time, we will compare and contrast how race, gender, and sexual orientation have been policed, controlled, and shaped through incarceration practices throughout U.S. history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

**AFAM272 History of Jazz in American Culture**

This course will provide students with a broad-based literacy in the history of jazz while examining its significance and impact within American culture. As a musical style, jazz has been a staging ground for working out some of the most defining issues and aspects of American culture, including the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, assimilation versus appropriation, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s through the '50s, until it was displaced and pushed to the margins by rock and soul in the 1960s. But it has remained an inspiration for diverse artists in rock and rap up to the present day, including Kendrick Lamar's jazz-drenched 'To Pimp A Butterfly' and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

We will explore the early 20th-century origins of jazz in New Orleans, its rise as America's popular dance music in the 1920s and '30s, a shift to a more concert art-oriented form in the 1940s and '50s (representing the epitome of cool and hipness), avant-garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip-hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, among many others, as well as new directions from recent generations (bringing in guest music department faculty). We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados and those interested in social and cultural dynamics as well as the musical materials.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC272, 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**

This semester, we will examine early American texts that are preoccupied with the intersection between the unsettled (and often unsettling) categories of race and place. In the wake of colonial contact and in the midst of chattel slavery, people in varying positions of power and subjection took to the pen in order to reify or resist white supremacy and its attendant discursive and physical violence and violation. With an eye toward the strategic uses of memory and witnessing by those who were displaced and/or enslaved, we will read primary texts from the 17th to the mid-19th century that were written by people of color.

To conceptualize race and nation is to think relationally, so we will also take up texts about people of color, which are often animated by the seductive effects of nostalgia and sentimentality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL275**

Prereq: **None**

**AFAM276 Intertextual Aesthetics in African American Culture: From Signifyin(g) to Sampling**

Intertextuality, the integration of references to multiple texts into a single artistic work, has long been considered a hallmark of postmodern aesthetics. This course will begin from the premise that this intertextual approach was a foundational aesthetic technique for African American cultural producers long before any discourse around postmodernism entered the lexicon. From David Walker's 'sampling' of the Declaration of Independence in making his 1830 anti-slavery Appeal, to Kara Walker's incorporations of imageries and artistic techniques of the antebellum South to comment on contemporary realities of blackness, African American artists have long made use of intertextual aesthetics not merely in the service of postmodern indirection, but in order to represent the realities of black lived experience in America. This course will investigate the transmedial history of this intertextual black aesthetic, examining African American literature, music, film, and visual art, and will consider various ways in which black intertextual aesthetics have been theorized, from Henry Louis Gates' notion of 'signifyin(g),' to discussions of hip hop sampling and Black Twitter. As mass-mediated technologies have proliferated in the 20th and 21st centuries and representations of 'Blackness' writ large have exponentially multiplied in the popular imagery, contemporary artists increasingly sample and signify on these representations themselves. So a significant piece of our work in the course will be in analyzing the ways that the intertextual aesthetic is mobilized in the contemporary moment to speak to material realities of postmodern blackness, and to articulate nuanced black subjectivities in the face of subjection.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **ENGL289**

Prereq: **None**

**AFAM277 New England Bound: Slavery and Emancipation in the North**

This course examines struggles over Black slavery, freedom, and community formation in New England, with a primary focus on Middletown and Connecticut. We will explore the lived experiences and freedom struggles of Black individuals and communities, from revolutionary Black sailors to Middletown's first free Black abolitionists. The course, which satisfies the Early AFAM History requirement for the major, will particularly invite students to grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved Africans on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Combatting popular images of the 'free North,' this course will show slavery's central role in Middletown's local and state history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM278 Race & Slavery in New England**

This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the 'free North,' this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM278F Race & Slavery in New England (FYS)**

This course examines struggles over black and Native American slavery, freedom, and community formation in New England. We will explore the lived experiences and freedom struggles of people of color from the beginning of European colonization through the national abolition of slavery in 1865. The course, which satisfies the Early AFAM History requirement for the major, will particularly grapple with Wesleyan's and Middletown's complex relationships to slavery and emancipation. As we will learn, slavery and the slave trade played central roles in New England's culture and economy, especially here in Middletown. Like in other New England ports, Middletown merchants made a fortune from the trans-Atlantic slave trade and the plantation economy that supported it, even selling enslaved people of African and Native American descent on Middletown's Main Street. And southern slaveholders were among the first Wesleyan students in the 1830s. At the same time, free African Americans and their allies made Middletown a stop on the Underground Railroad and a center of the antislavery movement, laying the groundwork for Connecticut's eventual abolition of slavery and for high-profile court cases like the Amistad trial. Complicating popular images of the 'free North,' this course will examine the central roles of slavery and settler colonialism in New England history, while also exploring how the Connecticut River tied Connecticut to regional and even global currents of slavery and antislavery movements.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

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 intersectionality 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI280, AMST242**

Prereq: **None**

#### **AFAM282F Mixed in America: Race, Religion, and Memoir (FYS)**

This first-year seminar 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: **OPT**

Credits: **1.00**



Gen Ed Area: **SBS-RELI**  
 Identical With: **RELI280F**  
 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**

#### **AFAM285 Gender and Slavery in the Atlantic World**

For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, 'Ar'n't I a Woman?: Female Slaves in the Plantation South' (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **FGSS285**

Prereq: **None**

#### **AFAM286 Literature of the Harlem Renaissance**

During this course, students will read canonical and popular literary works by early-20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as 'The Crisis,' 'Opportunity,' and 'Fire!!') in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and

studied. Finally, the differing lengths and types of course assignments will require students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL286**

Prereq: **None**

#### **AFAM287 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC277**

Prereq: **PSYC105**

#### **AFAM289 Necropolitics and Black Fugitive Life**

In his important essay interrogating the (im)possibility of black sociality, Fred Moten attempts to find an order of black social life that 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 fugitivity,' 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 racial exclusion, control, persecution and—in worse cases—genocide. Key figures will include Frantz Fanon, Hortense Spillers, Achille Mbembe, Jacques Derrida, Michel Foucault, David Marriott, Fred Moten, Christina Sharpe, Saidiya Hartman, and Elizabeth Povinelli.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL279**

Prereq: **None**

**AFAM291 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 1992 Los Angeles uprising. 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST291**

Prereq: **None**

**AFAM291Z 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 1992 Los Angeles uprising. 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST291Z**

Prereq: **None**

**AFAM292 Doing Blackness: Performance Studies and Theorizing Black Identity**

The idea of blackness is one that is ever shifting, sometimes in conflict with itself, and constantly accommodating new contexts. This course addresses the concept of blackness through performance, through the various methods of doing, being, and feeling that mark bodies, gestures, and places as black. It should be noted that performance, in this context, not only encompasses the framed/staged productions that have come to evoke blackness symbolically in the public imagination, but also performative approaches to evoking blackness in scholarship and the mundane negotiations of black identity in everyday life. This course centers on performance studies, but also pulls from African American studies, gender/women's studies, musicology, and literary theory in order to address both performance and blackness from an interdisciplinary perspective. Ultimately, this is a course that revels in the gray areas that exist between various competing constructions of authentic blackness and offers performance as a useful frame for understanding the simultaneous fixity and fluidity of blackness as a concept.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

**AFAM298 Richard Wright and Company**

This course offers an in-depth consideration of the work and career of Richard Wright, a defining figure in 20th-century African American literature, and seeks to understand Wright's interactions with a wide array of mentors, proteges, and enemies. By placing Wright amid the network of supporters, admirers, and detractors who surrounded him, we will gain a deepened understanding

of Wright's development and a useful map of 20th-century African American literary expression and American literary history more broadly. Writers to be covered in the course may include, along with Wright, Hannah Arendt, James Baldwin, Gwendolyn Brooks, Horace Cayton, Ralph Ellison, James T. Farrell, Dorothy Canfield Fisher, Chester Himes, Langston Hughes, Zora Neale Hurston, Alain Locke, Gertrude Stein, Margaret Walker, John Williams, and Frank Yerby.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL298**

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, SISP300**

Prereq: **None**

**AFAM301 Junior Colloquium: The Possibilities of Diaspora**

In this course, we will explore the concept of 'diaspora' as a way of conceptualizing and understanding the contours of African American cultural and political history. We will read a series of studies of diaspora as a concept for apprehending the historical experience of people of African descent dispersed from an original homeland. We will see in what ways these books are in dialogue with each other, what prior conceptualizations they are contesting, and what creative possibilities they offer for those of us engaged in African American studies. We will also read autobiographies, memoirs, travelogues, and novels that deal with the issues of diaspora. It is our hope, then, to understand how 'diaspora' as a concept, metaphor, or condition can be applied to the historical knowledge we need to bring to contemporary political issues.

Offering: **Host**

Grading: **OPT**

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**

#### **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**

#### **AFAM305 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, AMST302**

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**

#### **AFAM307 Black Middletown Lives: The Future of Middletown's African American Past**

In this service learning course, students will do hands-on history by uncovering, preserving, and sharing Middletown's rich African American past. We will focus on the history of the Beman Triangle. This African American neighborhood, now part of Wesleyan's campus, served as a regional and national antislavery and Underground Railroad center and home to one of the nation's first handful of independent Black churches. Students will partner with local archives, libraries, and museums to help preserve and share this neighborhood's remarkable history. Our projects will include building a website and an exhibit to share this history with the Wesleyan and Middletown communities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM312 Black Speculative Fictions and the Anthropocene**

The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the 'future,' black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term 'Anthropocene' first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which 'humans' had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a 'species'? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM302, E&ES125, FGSS301**

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**

#### **AFAM320 Integrative Learning Project 2: Senior Capstone**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

This course is intended for seniors who wish to document and reflect about their work in a single 'capstone' experience. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can only take this course once.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT300, RL&L350, CSPL300**

Prereq: **None**

#### **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, 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: **OPT**

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.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **SISP324, CHUM324, RL&L325**

Prereq: **None**

#### **AFAM326 Litanies for Survival, Plots for Revolution**

This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does 'survival' put pressure on 'revolution,' and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, 'Revolutions: Material Forms, Mobile Futures.' Assigned readings will include the work of scholars participating in the Center's Monday night lecture series, and students will be required to attend several lectures over the course of the semester.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS327**

Prereq: **None**

#### **AFAM328 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL328, FGSS308**

Prereq: **None**

#### **AFAM331 Queer and Trans Aesthetics**

The seminar aims to develop intersectional frameworks for analyzing the artistic production of five artists who will be participating in a Trans\*Revolutions symposium at the Center for the Humanities this spring: Tourmaline (film); Vick Quezada (photography, sculpture, film, and performance); Elliot Montague (film); Texas Isaiah (photography); and Emma Frankland (performance). We will also contextualize their work in relation to other artists, such as Ana Mendieta; Rotimi Fani-Kayode; Elle Pérez; Sandie Yi; Isaac Julien; Vaginal Davis; Kent Monkman; Martine Gutierrez; Felix Gonzalez-Torres; Juliana Huxtable; Laura Aguilar; Untitled Queen; and Wu Tsang. For the primary assignment, students will have two options: 1) a research paper on one or more of the participating artists or another relevant artist; or, 2) a creative project (e.g., artwork, performance, poetry) in dialogue with the seminar's topics. Students also will have the opportunity to engage the symposium's featured artists during their visit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS331, THEA311, SOC300, AMST326**

Prereq: **None**

#### **AFAM334 Special Topic: Something in the Air: Mining the Oral/Aural Tradition in African American Poetry**

In his book-length manifesto, *Poetry as an Insurgent Act*, Lawrence Ferlinghetti claims that 'the printing press killed poetry.' What he seems to be lamenting--at least, in part--is the privileging of the written word to the detriment of poetry's musical, or aural, qualities. In this advanced-level workshop, we will focus on the poem as something intended to be read aloud and listened to. This course will also examine the roots and evolution of the African American oral poetic tradition with special attention paid to the rhetorical strategies derived from the black church, adopted by civil rights leaders and speech writers, and used to varying degrees by poets ranging from those of the Black Arts Movement of the 1960s and '70s to practitioners of contemporary hip-hop and spoken word. Some of the poets under consideration include Amiri Baraka, Oscar Brown Jr., Jayne Cortez, Gil-Scott Heron, June Jordan, The Last Poets, Carl Hancock Rux, Sonia Sanchez, Patricia Smith, Jessica Care Moore, Laini Mataka, and Saul Williams.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL334**

Prereq: **ENGL216 OR ENGL336 OR ENGL337**

#### **AFAM335 Fugitives and Freedman: The Politics of Slavery in the Civil War Era**

The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST325**

Prereq: **None**

#### **AFAM343 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations**

The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LAST, SBS-LAST**

Identical With: **LAST343**

Prereq: **None**

#### **AFAM344 The Haitian Revolution Beyond Borders**

In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST344**

Prereq: **None**

#### **AFAM345 Writing Against Racism**

You are millennials, comfortable with greater diversity than older generations. You are anti-racist and against other interrelated forms of oppression. How will you make your voice heard? This seminar will explore writing that supports students in deploying their academic knowledge in public debates about immigration, abolition, feminism, and in particular, race and anti-racism. Such writing may include op-eds and letters to the editor; book, film, and music reviews; blogs; and interviews with scholars, artists, and activists. Students will write weekly and revise their work in response to comments from the instructor and their peers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Prereq: **None**

#### **AFAM350 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 reimaged 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL350, AMST350**

Prereq: **None**

#### **AFAM351 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, FGSS351**

Prereq: **None**

#### **AFAM352 Black Thought and Critical Theory**

This course follows Stuart Hall's insistence in 'What is this 'Black' in Black Popular Culture?' that the theoretical articulations of 'blackness' are always 'conjunctural.' We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of 'blackness' at specific historical and theoretical conjunctions. How is 'blackness' useful for social theory? Must we assume there is a transhistorical identity to 'blackness'? In what ways does 'blackness' conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL352, FGSS352**

Prereq: **None**

#### **AFAM353 Blackness in the Anthropocene**

To deny the 'unprecedented' geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this 'new era' has afforded us in terms of critical potential. From accusations that what we now call the 'Anthropocene' has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the 'Anthropocene' are still contested terrains. The aim of this course is to investigate the Anthropocene's many forms of socio-political erasures and theoretical 'blind-sights.' We will examine the ways in which Anthropocene discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocene times. We will explore questions like 'who are 'recognizable/legitimate' victims in environmental disasters,' 'do events like hurricane Katrina or the migration crisis teach us anything about our human condition,' and 'what is the 'post' in post-humanism.' We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL353**

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 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, 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 co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.

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**

#### **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**

#### **AFAM372 Race, Violence, and Resistance: Pauline Hopkins and Charles Chesnutt**

This course undertakes to look at the careers of two African American writers who flourished at the end of the 19th and the beginning of the 20th centuries. Through an exploration of a range of their published writings--novels, short

stories, political and historical essays, biographical sketches, and journalism--we will attempt to understand some of the key cultural, social, and political issues of the era in which they wrote. We will also see the ways these two different writers conceived of and entered the literary marketplace, and how the independent venues and established publishing houses with which they were associated affected their artistry. In the end, an examination of two writers of different temperaments, different literary sensibilities, and different political affiliations will help us more profoundly understand the remarkable challenges African American writers faced during the decades from 1890 to 1910.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL372**

Prereq: **None**

#### **AFAM375 Black Global Cities**

In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa, Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabea Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as *Girlhood* (2014), *Black Panther* (2018), *The Harder They Come* (1972), *Bad Friday: Rastafari After Coral Gardens* (2011), *Welcome to Nollywood* (2007).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL375, AMST375**

Prereq: **None**

#### **AFAM379 The Fire Next Time: The Modern Black Freedom Struggle**

The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the 'short' and 'long' civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST379**

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 Black Religions in the Americas**

This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santeria) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, 'authenticity,' commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI268, LAST268, ANTH267**

Prereq: **None**

#### **AFAM388 Wesleyan New Music Ensemble I**

This ensemble class offers a unique opportunity for graduate and undergraduate performers and composers to explore and perform various acoustic and electroacoustic works composed by composers of avant-garde and experimental music in America after 1950. Additionally, composers who are enrolled in the course may be asked to create pieces that are specifically designed for any number of the ensemble participants. Through extensive large ensemble rehearsals and small group rehearsal labs that will culminate in a performance (or a series of performances), students will develop a deep understanding and appreciation of contemporary music performance techniques and collaborative processes. Students will gain skills that pertain to the reading of scores, the execution of complex rhythmic and melodic passages, music composed using graphic and/or textual notation, event scores, and extended instrumental performance techniques. Advanced Western musical literacy is required in order to succeed in this course. All instrumentalists (including those specializing in the human voice) are encouraged to participate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC459**

Prereq: **None**

#### **AFAM389 Wesleyan New Music Ensemble II**

This ensemble class offers a unique opportunity for graduate and undergraduate performers and composers to explore and perform various acoustic and electroacoustic works composed by various composers of avant-garde and experimental music in America after 1950. Additionally, composers who are enrolled in the course may be asked to compose pieces that are specifically designed for any number of the ensemble participants. Through extensive large ensemble rehearsals and small group rehearsal labs that will culminate in a performance (or a series of performances), students will develop a deep understanding and appreciation of contemporary music performance techniques and collaborative processes. It is expected that students will gain skills that pertain to the reading of scores, the execution of complex rhythmic and melodic passages, music composed using graphic and/or textual notation, event scores, and extended instrumental performance techniques. Advanced Western musical

literacy is required in order to succeed in this course. All instrumentalists (including the human voice) are encouraged to participate.

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**

**AFAM420B 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**

**AFAM450 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC450**

Prereq: **None**

**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)

**AMST110F Hawaii: Myths and Realities FYS**

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 pre-colonial 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 US-backed overthrow of the monarchy. From the US takeover, the class examines 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 US federal policy and international law with a focus on land struggles.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

**AMST117F Social Norms / Social Power: Reading 'Difference' in America (FYS)**

This American Studies FYS is an interdisciplinary exploration of the privileges and penalties associated with 'the normal' in the United States. We'll be centrally

concerned with the ways bodily difference and social identity interarticulate with 'normalness,' locating individuals within hierarchical power structures. What is 'normativity,' if not a statistical norm? How are regimes of normativity produced, reproduced, and challenged?

Our focus is on queer studies, which we will approach through an intersectional lens, paying careful attention to the ways race, ethnicity, indigeneity, class, disability, gender, and sexuality intersect in social terrains of power. We will unpack and explore key concepts in American studies, including settler colonialism, compulsory ablebodiedness, heteronormativity, biopolitics, neoliberalism, and ideology, drawing on a range of genres and disciplines, including memoir, ethnography, film, and theory in disability studies, queer theory, critical race studies, Marxist feminism, Native American studies, and trans studies. Along the way, we will encounter problematics ranging from disability and the 'normal' to the American Dream, the 'wedding-industrial complex,' sexual 'deviance' and desire, racialized state violence, the privatization of the public space, and the politics of queer/LGBT activism.

As a First Year Seminar, this course is writing-intensive and is structured to give you ample practice in core writing, reading, and presentation skills needed at Wesleyan. This course is part of the Queer Studies and the Disability Studies Course Cluster, and it is cross-listed in FGSS.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **FGSS117F**

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**

#### **AMST125F Staging America: Modern American Drama (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175F, COL125F, AFAM152F, FGSS175F, THEA172F**

Prereq: **None**

#### **AMST132F Marxism and Abolitionism (FYS)**

This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Otilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST232F, AFAM230F**

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, though, 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. Works that comprise the focus of this class 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 methodologies 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: An 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**

#### **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 (hard power, soft power) and focus our exchanges on four intersecting concerns that movies can be particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, values, and sense of belonging, and frame--limit--our vision 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., class, gender, race, individuality, national identity). This lecture/discussion course is a thinking-intensive and imagination-intensive critical project designed to engage compelling big-picture concerns--systemic matters--vital to American studies critiques.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-AMST**  
 Prereq: **None**

#### **AMST178 Sites of the Self: Maps, Gardens, Houses: An Introduction to American Studies**

We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the artifacts/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 recreate lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will discuss global maps--from medieval mappamundi to satellite imagery; visions of paradise, celestial and earthly; private and public gardens, emphasizing the central role of Frederick Law Olmstead; and ideas about houses, ranging from the 19th century designer and horticulturalist Andrew Jackson Downing to the 20th century Buckminster Fuller, often credited as the originator of the geodesic dome, one example of which is Spaceship Earth at Epcot Center, in Walt Disney World. We will end with an examination of the recent proliferation of design shows on Home and Garden TV.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-AMST**  
 Prereq: **None**

**AMST179 Contemporary U.S. Politics: An Introduction to American Studies**

This course will focus on contemporary politics in the United States. We will cover topics such as populism and the Trump presidency, current political narratives concerning immigration, the rise of the 'alt-right,' debates over free speech, race and civil rights, state violence and the prison system, sexual assault and the abuse of power, gay respectability politics vs. queer cultural politics, the workings of late capitalism, and the possibilities of environmental justice.

Offering: **Host**

Grading: **A-F**

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. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces diverse theoretical and methodological approaches to a range of issues and topics, such as franchise colonialism and settler colonialism; the organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the formation of colonial cultures and syncretic belief systems; independence movements and the emergence of nation-states, as well as decolonization struggles.

Offering: **Host**

Grading: **OPT**

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. Yet, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, has 'queer' lost its political charge?

This course, a reading-intensive seminar, will give you the opportunity to explore the history and debates within the field of queer studies. We will start with some of the foundations, and then move to tensions and correspondences between queer theory and critical race theory, trans studies, anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular 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 failures? 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: Saving America from Itself? Movie Interventions (Moore, Lee, DuVernay, Kopple)**

We will place four interventionist filmmakers--Michael Moore, Spike Lee, Ava DuVernay, Barbara Kopple--in a strategic dialogue to consider the American studies anti-hoodwinking potential of movies. Their movies have tried to sway elections, empower social movements, inspire protest, popularize national self-critique, study the tactics of top-down power (including scapegoating) and

bottom-up resistance, and, perhaps, save America from itself. The many cultural-theoretical payoffs of their movies include moving us beyond any checklist tendency simply to observe representations of gender, race, and class. They help us question why these categories were produced in particular ways and help us interrogate (intersectionally and dialectically) how they interact with, rely on, and sometimes mask one another. Our four independent filmmakers--in trying to be changemakers--dare us not only to take a hard look at what kind of an America we have had and now have, but prod us, at times seduce us, to imagine more expansively what kind of America we might want to create. We will also put their movies in dialogue with related movies by D. W. Griffith, Boots Riley, Robert Reich, and others. And to establish a *longue durée* historical perspective we will read Howard Zinn's epic *A PEOPLE'S HISTORY OF THE UNITED STATES*. In terms of fields, our colloquium integrates movie studies, cultural studies, premises studies, resistance studies, and social transformation studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

#### **AMST205 Jr. Colloquium: Interdisciplinary Research Methods**

This course will introduce students to interdisciplinary research methodologies and practices, with particular attention to critical themes within the field of American studies, including race, gender, and sexuality. Methods and practices covered will include (but are not limited to): close textual analysis, archival research, quantitative data procurement, interviewing tactics, ethnographic observation, the application of diverse theoretical frameworks, the Institutional Review Board, research ethics, and so on. Students will complete a variety of short assignments throughout the course of the term that will culminate in a final research paper. The class will be held in a seminar format that requires weekly reading, writing, and discussion.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-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, documentaries, and websites.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

#### **AMST212 Edgar Allan Poe and Literary Culture**

Edgar Allan Poe is best known for his grotesque characters and macabre plot-twists. But though Poe seems capable of offering readers only a very specific form of literary experience - dark, brooding, atmospheric - what's striking about his work when taken as a whole is its variety. Poe was a writer of short stories, a poet, a novelist, an essayist, and an editor. He invented the detective story, wrote science fiction, and published tales of romance, family discord, and horror. This course sets out to appreciate Poe's eclectic literary output in the context of the emergent nineteenth-century publishing industry, seeing Poe - whether playing the role of novelist, poet, or critic - most of all as a writer struggling to earn a living in the 1830's and 1840's.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL212**

Prereq: **None**

#### **AMST213 African American History, 1444-1877**

This course examines the historical interactions between peoples on three continents--Africa, Europe, and the Americas--and the consequences of European colonization, trans-Atlantic slavery, and racial capitalism. Focusing on a period from the Antiquity to the late 19th centuries, we will explore how European notions concerning Africa its peoples evolved over millennia in response to shifting political, economic, and demographic circumstances. We will chart how Africans and their descendants in the Americas experienced and responded to colonialism. And we will analyze how debates concerning



enslavement and freedom, indigeneity and civilization, and pan-Africanism and national citizenship played out across the African Diaspora and in the United States.

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**

#### **AMST223 Technologies of the Self**

Where does the idea of an authentic self come from? This desire to represent the authentic self informs the narrative genre of the confession and memoir and the visual one of the selfie alike. Yet both the memoir and the selfie 'self' are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include 'writing' technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL250, AFAM237**

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, Grimms 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: **OPT**

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 English Language Learners and US Language Policy**

This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect ESL programs in K-12 education, bilingual businesses, immigration policies, and the U.S. legal system. We will also discuss the recommendations of scholars for increasing multilingualism in business and education, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for non-native speakers of English and anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT205, EDST205**

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.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, 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 will examine the singing of hymns and psalms in the United States, concentrating on the first half of the 19th century. Three parallel traditions will be examined: Anglo-American psalmody, as exemplified in *The Sacred Harp*; the African-American spiritual, as documented in *'Slave Songs of the United States'*; and Native American hymn tunes as exemplified in the music of the Brothertown Indian Nation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC274**

Prereq: **None**

**AMST230 The United States Since 1901**

'I am certain that history has equipped modern American liberalism with the ideas and the knowledge to construct a society where men will be both free and happy.' - Arthur M. Schlesinger Jr., January 1949

This 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, foreign relations, war, intellectual trends, ethnic and racial relations, and other topics will also 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. Although intellectuals hostile to the New Deal and liberalism emerged in the 1930s and 1940s, as time passed, conservative ideas and organizations acquired increasing influence, ultimately conquering the Republican Party and changing the Democratic Party as well. Thus, political divisions that emerged in the 1890s continue to this day.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST240**

Prereq: **None**

**AMST231 Rightwing Movements in the Age of Trump**

This course explores the socio-cultural, ideological, and affective contours of contemporary American far-right political culture. Course readings theorize the nature of 'rightwing' politics in general, provide ethnographic insights into particular movements and policy platforms, and trace the rising impact of rightwing attitudes in the age of Trump. We focus on connections and disconnections between a range of communities that comprise the so-called 'big tent' of the American right, including white supremacists, free market libertarians, Christian fundamentalists, and conspiracy theorists. Over the course of the semester, students will gain conceptual tools for better understanding what is at stake for these groups and how those stakes shape their political practices and goals. We will also reflect on how this knowledge might shape our own political viewpoints and tactics moving forward.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH225**

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**

**AMST233 Global Queer Studies**

This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and the transnational lives of Filipino gay men in New York. Our aim is to expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative), and to understand how sexual/gendered identities, cultures,

and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.

This semester will feature a lecture/film series as part of our course, with visiting scholars Erin Durban-Albright (on postcolonial homophobia in Haiti), Martin Manalansan (on QTPOC Filipino lives), and filmmaker Harjant Gill (on gender/sexuality in India).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ANTH233, FGSS233**

Prereq: **None**

#### **AMST234 What Was the Public Sphere?**

The democratic revolutions of the 18th century are often thought to have originated with the emergence of modern reading publics--groups of strangers who, through the alchemy of print, came to understand themselves as coherent entities capable of exercising political power against the state. The 'public sphere' is central to American identity in particular, from the debates that raged in newspapers before the ratification of the Constitution to the calls for civility that have appeared more recently on Twitter and in New York Times op-eds. This course will explore the relationship between print culture and political action by reading 18th- and early-19th-century American literature. We will consider the material and social conditions that gave rise to the public sphere. We will examine the role of rational discourse in adjudicating political claims. We will ask whether the public sphere ever actually existed, and whether it does--or can--exist in our current historical moment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL323**

Prereq: **None**

#### **AMST235 American Literature, 1865-1945: The Americanization of Power**

We will explore not only the complexities of American literature from the 1860s to 1940s but also how this literature is usable today and excels as a critical resource that can advance our understanding of the modern Americanization of power (put narrowly, a 'democratic' capitalism that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies). As we unpack 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, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, 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 what America was and might be. While contemplating this, we will savor the pleasures of reading inspiring and transformative writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL204**

Prereq: **None**

#### **AMST236 Ethnography of the American Rural**

The rural stands as a fraught American symbol, positioned in stark contrast to its corollary: the urban and its cosmopolitan subjects. The American rural is variously represented as vulnerable, disappearing, backwards, regressive, slow. In this course, we elucidate the texture of the American Rural by engaging

with ethnographic writing from the early 20th century into the contemporary. In exploring the rural as a meeting place of working-class expressive cultures, an atmosphere of slow or strange time, a dramatic history of industry and agriculture, a notoriously tense racial zone, an icon of severity, and a place of exuberant stories and poetics, we uncover the vital ideological function of the rural as the urban's dark twin in American myth throughout history and today.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH206**

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 Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC**

Throughout the latter 20th century, various aesthetic renderings of New York City have positioned it as a site of voyeuristic allure and racialized excess and pleasure--simultaneously posh, unfriendly, tourist-trapped, 'seedy,' 'gritty,' and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, black, and Caribbean writers and artists, especially queer and bisexual 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, N.J. Fictionalizations, poetizations, and performances of first-person memories and reimaginings 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL215, FGSS225**

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: **OPT**

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 is a lecture course that introduces American literature and culture through the middle of the 19th century while also attending closely to a small number of significant texts. We will concern ourselves with the major (and some minor) political questions, with the reconstruction of historical ideologies, and with the relationship between textual nuance and large-scale social transformation. We will proceed as both close readers and historical synthesizers, one eye focused on the minute details of our readings and the other trained on the slowly emerging outline of a history of 'American Literature.'

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL203**

Prereq: **None**

#### **AMST243A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865**

We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a 'God' that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of 'Independence' in 1776 that provoked alternative declarations written by workers, women, and ex-slaves in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness of slave culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). During our literary-intellectual time travel, we will engage some of America's most 'on fire' writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL203A**

Prereq: **None**

#### **AMST244 The Invention of America: Remapping 19th-Century US Cultural History**

The 19th century was a period of great transformation, and the United States experienced it in a dramatic way. Nineteenth-century Americans witnessed the birth of the nation-state, the emergence of a global market, the multiplication of industrial enterprises, the apex and the downfall of slavery, the consolidation of wage labor, the intensification of imperial expansion, the upsurge in mass migration, the organization of revolutionary movements, the eruption of civil wars, the creation of brutal color lines, and other seismic processes. This course examines how the inhabitants of the United States reinvented their cultures within this most turbulent context. But American culture did not exist in isolation then. In this course, we will go beyond national borders, reexamining the history of the 19th-century United States from a hemispheric perspective and placing American culture in conversation with other cultures of the Americas.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Prereq: **None**

#### **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**

#### **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 African American Art**

This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and 'post-Black' exhibitions, art works will serve as a primary source to ask, is there such a thing as a 'Black aesthetic' and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls 'freedom dreams.'

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA269, AFAM208**

Prereq: **None**

#### **AMST249 Art After 1945**

This course examines artistic production in the United States between 1945 and 1980, with a primary focus on the United States. The historical conflicts of

that tumultuous period presented new challenges for artists as they attempted, in their work, 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 historical avant-gardes (such as abstraction, the readymade, 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 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, institutional critique, and site-specificity.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA253**

Prereq: **None**

#### **AMST251 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL231**

Prereq: **None**

#### **AMST252 Histories of the Caribbean: New Questions, Methods, and Vantage Points**

This course explores some of the most exciting new trends in historical scholarship on the Caribbean. We will consider how recent scholars of the Caribbean have turned a critical eye to existing methods and reimagined 'archives' as they have crafted new stories about gender, sexuality, race, the environment, and the rise of modern capitalism. In this way, we will question how these new directions in Caribbean studies have reshaped the study of history more generally. We will use a wide geographic lens in order to gain an expansive vision of the circuits of the Greater Caribbean, stretching from Antigua, Guadeloupe, Barbados, Martinique, Jamaica, Trinidad, Guyana, Cuba, Puerto Rico, and Haiti into the wider Atlantic world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **LAST242**

Prereq: **None**

#### **AMST254 Intersectionality and Identity**

Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC245, FGSS245**

Prereq: **SOC151 OR AMST174 OR AMST178**

#### **AMST255 Anarchy in America: From Haymarket to Black Lives Matter**

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: **OPT**

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: **OPT**

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 twentieth century.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL225, SISP225**

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 What is Religion? Shamans, Kool-Aid, and the First Amendment**

Were the people who drank the Kool-Aid at Jonestown brainwashed, or did they die for a noble cause? How do evangelical Christians read the Bible, and does it have anything to do with their support for Trump? Can theology help us be better environmentalists? What's the relationship between gender, shamans, and Stalin? What exactly does the First Amendment protect? This class will introduce you to the ways in which we study religions by reading critical case studies about the Peoples Temple, Mongolian shamanism, Jerry Falwell, ecospirituality and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI151, AFAM141**

Prereq: **None**

#### **AMST262 Beyond the Talking Book: Reading African American Literature in the Newspapers**

The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Cyril Briggs, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of *The Christian Recorder*; *The Anglo-African Magazine*; *The Colored American Magazine*; *The Crisis*; *The Crusader*; *Opportunity*; and *Fire!!* The guiding question in our readings is this: how does our understanding of these canonical texts change when we read them in their original context--as either serial novels, or as components of a larger composite magazine, consisting of multiple different texts and images? In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine.

Authors we will read include: Frederick Douglass, Charles Chesnutt, Frances Ellen Watkins Harper, Langston Hughes, Zora Neale Hurston, W.E.B. Du Bois. In order to get a better understanding of the literary conventions of the serial form, students will read one of the assigned serialized novels (Pauline Hopkins' *Of One Blood*) in its original installment-format, week-by-week. Reading these works serially will also enable them to play closer attention to each installment's relationship to its surrounding texts and images.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL262, AFAM261**

Prereq: **None**

#### **AMST263 Artifacts of US Empire: Post-Cold War Narratives of Migration and Multiethnic Literature**

This course focuses on post-cold war literature about migrating to the US. By reading diasporic fiction coming out of and about Indian, Iranian, Cuban, Dominican, Filipino, Vietnamese, and Korean diasporas, students will examine how stories of migrating to the US are noteworthy artifacts of US empire. Importantly, we will question the ways in which these texts are tasked with the work of representing empire, imperialism, trauma, violence, and, for that matter, assimilation, meritocracy, and the US as benevolent nation-state. How do they challenge these expectations? Rescript them? Fall into their alluring traps?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT303, ENGL331**

Prereq: **None**

#### **AMST264 Introduction to Asian American Literature**

This course introduces students to Asian American literature, literary criticism, and culture by surveying how meanings of 'America' have long depended on 'Asian America.' Conventional understandings of this relationship in US literature and history tend to emphasize Chinese Americans in California, Asian exclusion laws, model minority myths, changing patterns in Asian immigration following relaxed restrictions between 1965-68, and the institutionalization of Asian American studies in higher education in the 1970s. We will pay attention to these contexts, but we will also focus on emergent trajectories, including representations of Asian Americans in the South, critical refugee studies, and how global cultures such as breakdancing stage Asian American self-representation. By examining a range of genres and the critical apparatuses that these works have generated, we will explore how representing Asian America has shaped the making of American culture.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL230, CEAS231**

Prereq: **None**

#### **AMST264A Introduction to Asian American Literature**

This course surveys how Asia and Asian Americans have figured in the US 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 US 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL230A**

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**

**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 (the 1950s and 60s): 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 The Art and Science of Social Engagement**

This course will focus on methods and approaches to engaging traditionally underrepresented groups in the social and political process. The instructor will draw on his work conducting federally funded studies on social and political engagement with historically marginalized populations--individuals living in poverty, those diagnosed with mental illness, and those with histories of incarceration--which have shown increased well-being and enhanced civic participation. A particular focus will be on the transformation of the narrative identities of individuals from 'outsiders' to participants, in the genres of memoir, biography, and poetry, as well as sociological studies. The course will contrast formal 'evidence-based' approaches of social engagement with stories of individual inspiration and transformation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL208**

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 Philadelphia drawing rooms to Caribbean plantation fields. 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 Abolitionist University Studies**

This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as 'not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society.' Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **SOC399M, FGSS311**

Prereq: **None**

**AMST271 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL267**

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, and 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 Americas, focusing especially on 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 will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) and Saidiya Hartman's 'Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America' (1997); and Harriet Jacobs's 'Incidents in the Life of a Slave Girl' (1861) together with Hortense Spillers's 'Mama's Baby, Papa's Maybe: An American Grammar Book' (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson,

Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM202, ENGL240**

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 Literary Perversions: Revolution, Democracy, Identity**

The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the 'Old World' symbolic order with a 'New World' order under the aegis of 'representative democracy' loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of 'non-normative' identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about 'non-normative' topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these 'perverse' topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM288, ENGL284**

Prereq: **None**

#### **AMST278 Literature of the Gilded Age**

The decades after the Civil War witnessed a dramatic upheaval in American social experience. This was the period of big business and class conflict; mass

urbanization and transportation; race-based segregation and non-Anglo immigration; globalization, imperialism, and the closing of the West; the increased agitation for women's rights; the growth of tourism both at home and abroad; and the rise of professional institutions and institutionalized social reform. This course will examine writers who creatively responded to these massive social changes.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL257**

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**

#### **AMST280 Frank Lloyd Wright: Myth and Fact**

This course considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader 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 mid-19th through the mid-20th centuries. A major theme 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 projects themselves. Both Wright's residential and public architecture will be considered in conjunction with his designs for landscapes and urbanism. 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**

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 History of Jazz in American Culture**

This course will provide students with a broad-based literacy in the history of jazz while examining its significance and impact within American culture. As a musical style, jazz has been a staging ground for working out some of the most defining issues and aspects of American culture, including the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, assimilation versus appropriation, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s through the '50s, until it was displaced and pushed to the margins by rock and soul in the 1960s. But it has remained an inspiration for diverse artists in rock and rap up to the present day, including Kendrick Lamar's jazz-drenched 'To Pimp A Butterfly' and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

We will explore the early 20th-century origins of jazz in New Orleans, its rise as America's popular dance music in the 1920s and '30s, a shift to a more concert art-oriented form in the 1940s and '50s (representing the epitome of cool and hipness), avant-garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip-hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, among many others, as well as new directions from recent generations (bringing in guest music department faculty). We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados and those interested in social and cultural dynamics as well as the musical materials.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC272, AFAM272**

Prereq: **None**

#### **AMST284 Making New Worlds: Encounters in Early North America**

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, RL&L237**

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 activism, 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 last 35 years. This period gave rise to a bracing range of historical transformations: a post-communist Europe; an economically prominent China; queer and antiracist activism; increasingly molecular degrees of technological mediation in everyday life; asymmetrical consolidations of a globalized network of travel, communication, and capital; climate and refugee crises; and a state of seemingly perpetual war, to name only a few. This course attends to the changing vocabulary of approaches by which artists intervened in these conditions and positioned their work in relation to a longer view of the history of art. Far from a comprehensive survey, the course acknowledges the inherently recursive and unstable condition of contemporary art history, a field of research and inquiry defined as a work in progress. The course is nonetheless structured in a loosely chronological fashion, sequenced according to formal techniques that emerged as timely responses to specific historical moments (photographic appropriation, moving image projection, social practice, painting, institutional critique, web-based art, etc.). Our work throughout will attend to theoretical frameworks that have remained influential in recent practice (postcolonial, feminist, poststructural, etc.).

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**

#### **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 1992 Los Angeles uprising. 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**

Identical With: **AFAM291**

Prereq: **None**

#### **AMST291Z 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 1992 Los Angeles uprising. 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**

Identical With: **AFAM291Z**

Prereq: **None**

#### **AMST294 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC293, FGSS293**

Prereq: **SOC151**

#### **AMST295 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' was the order 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**

#### **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 Labor and Religion in American History**

Although American workers historically have been more likely to hold religious beliefs and to be tied to religious institutions than have workers in France, Germany, England, and Italy, studies of American religion and studies of American labor alike generally have discounted this salient factor. Fortunately, the situation has begun to change.

In this seminar we will discuss the religious beliefs of American slaves, the social gospel movement, Christian socialism, Martin Luther King's and Cesar Chavez's work with unions, secular Jewish union militants, American workers' outlooks, Catholic labor priests, and the policies of conservative Christian employers.

Readings highlight path-breaking scholarship in these areas.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST380**

Prereq: **None**

#### **AMST300 The American West in the Age of Capitalist Transformation**

This course examines the transregional and transnational forces that converged into the locations that, throughout history, American society has called 'the West.' It also explores how the occupation and development of the American West inspired similar expansionist projects in other parts of world. We will investigate the transformation of vast territories previously inhabited by Native groups into a booming agro-industrial empire controlled by white men. Within this context, we will study the cultures that developed and clashed in the West. We will use academic texts and primary-source material such as travel narratives, letters, ethnographies, novels, drawings, photographs, and film. We will delve into the lived experience in the West and the images, myths, and visions that different groups produced about it. During the semester, students will write a research paper on a topic of their choice related to the American West in global perspective.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

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, AFAM305**

Prereq: **None**

#### **AMST304 The Senses and the Subject in Cinema and Poetry**

In this course, we will study a mixture of emotionally stimulating and structurally difficult cinema and lyric poetry to intensify our capacity to articulate a notion of the senses. Do the senses presume the subject? How do poetry and cinema imagine, racialize, gender, and play with the relation of the senses to the subject? While these two art forms might seem like strange neighbors, this course specifically imagines cinema and lyric poetry as 'repositor[ies] of synesthesia' wherein feelings move fugitively, where one sense dubs into and disturbs the imagined discrete domain of the other in measured intervals of time that are generative of sounds, images, and of that which overflows the visual.

The films and poetry selected may carry students into cuts of the Caribbean, the black Atlantic, France, Sweden, Mexico, the U.S., Senegal, Mali, and Spain at distinctly urgent moments in the mid-20th to early 21st century. The threads that will sew the course's images together and bind them to the human subject and senses are the celestial and terrestrial, creation, decomposition, displacement, migration, fascism, colonialism, globalization, and love.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL320, FGSS310**

Prereq: **None**

#### **AMST305 On Monsters: Race, Sex, Gender and the Other**

The class will consider the category of the monster as a cultural site of meaning. We will explore narratives of the monstrous both literally and metaphorically, working from Jeffery Jerome Cohen's understanding of a monster as 'as an embodiment of a certain cultural moment--of a time, a feeling, and a place.' In situating the monstrous, we will consider Derrida's reminder that monstrosity is, at its heart, concerned with hybridity, border crossing, and miscegenation. In resisting clear categorization, the monstrous becomes terrifying, improper, and disorienting. As such, we will look at contested sites of American life, such as migration and the US/Mexican border, forms of racial hierarchy and social

control, manifestations of postcolonial despair, the violence surrounding gender and sexual difference, as well as biopolitical and technological fears regarding the almost-human. The course will ask students to consider monstrosity as always already interwoven with cultural notions of racial and sexual deviance, which then contend with otherness through the guise of the supernatural. The course will also explore more literal manifestations of the monstrous, including the zombie, the doppelganger, the vampire, and the witch. In doing so, the monstrous takes shape as a way of facing what Cedric Robinson calls the 'recovery of human life from the spoilage of degradation,' or the idea that monstrosity centers on a politics of purity, a mode of analysis that thinks through the vulnerability of the corporeal self, the ravages of contamination, and the horror of existence despite, and in defiance of, necropolitical state praxis.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

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**

### **AMST309 Theories of Capitalism**

Capitalism has profoundly shaped world history, acting as one of the primary drivers of social change, and working to shape a tremendous variety of social institutions ranging from colonialism to our sense of time. This course takes a critical approach to the study of capitalism, looking at the ways capitalism has intersected with and transformed the nature of social oppression (particularly in relation to nation, race, gender, and sexuality), as well as the ways it works to shape everyday consciousness. Historical changes within capitalism will be explored, considering particularly the rise of corporate capitalism and of contemporary neoliberalism. We will examine a wide variety of theoretical approaches to capitalism, taking Marx's thought as a jumping-off point for elaboration and critique. We will conclude by considering alternatives to capitalism that have been proposed in both historical and contemporary contexts, together with an examination of practical efforts to implement these possibilities.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC319**

Prereq: **SOC151 OR AMST174 OR AMST178**

### **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, CEAS361**

Prereq: **None**

### **AMST315 Entertaining Social Change**

'Our problem,' Tom Frank writes, 'is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted.' This is especially true of 'entertainment' as a transformative power. Our aim will be to advance critical entertainment studies. A thread that connects all of our texts will be: How has the systemic critique of social contradictions been popularized as fascinating in modern times? A related concern: What are the seductions and violence built into 'enjoyment'--'enjoyment' that reproduces 'Americans'? We will 'entertain' the diverse strategies that progressive songwriters/performers, radical historians (working with cartoonists), and mainly moviemakers have developed to entertain Americans--to teach, persuade, provoke, seduce, and move them through laughter, tears, and not least of all ideas--so that Americans will be more inclined to 'entertain' social critique that inspires social change. We will consider the popularizing (and sometimes the selling) of social critique in several genres: graphic history (Howard Zinn, Paul Buhle); songs/song lyrics of folk-protest singers (such as Woody Guthrie, Pete Seeger, and Phil Ochs), of folk-rock stars (such as Jackson Browne, Ani DiFranco, and Father John Misty), and of the developers of hip-hop (such as Gil Scott-Heron, Public Enemy, and NWA); and politically-edgy comedy (Jon Stewart, Stephen Colbert). We will devote most of our attention to movies ('Straight Outta Compton,' 'The People Speak,' 'Malcolm X,' 'Medium Cool,' 'Network,' 'El Norte,' 'Smoke Signals,' 'Before the Flood,' 'The Black Panthers: Vanguard of the Revolution,' 'Salt of the Earth,' 'Matewan,' '99 Homes,' 'The Wolf of Wall Street,' 'The Big Short'). And we will place special emphasis on self-reflexive movies about 'entertainment' and about labor/social movement organizing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **ENGL309, FGSS315**

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**

**AMST318 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature**

From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, US discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the bodily fragments, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like?

To explore these non-human centered logics and forms, we will read theoretical texts by Anne Cheng, Rey Chow, Donna Haraway, Aihwa Ong, Rachel Lee, Nikolas Rose, Anna Tsing, and others, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Chang-rae Lee, Ruth Ozeki, and others.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM308, ENGL306**

Prereq: **None**

**AMST319 Anarchist Anthropology and Militant Ethnography**

Today, anthropology is better known as a discipline that still grapples with its colonial past more than as a discipline that has an affinity with anarchy. In *Fragments of an Anarchist Anthropology*, David Graeber suggests that anthropology shares a particular affinity with anarchist theory because of its history of working within 'stateless' societies and how it accounts for the range of human possibilities in terms of social organization, power, and authority. Thus, he calls for the need to create a body of social theory gravitating around anarchism. This includes developing methods for radical critical engagement with and understanding of social processes. Anarchist thought and practice has left its mark on a series of high-profile social movements over the past few years, such as the uprisings in the Arab world, indigenous autonomous zones in Latin America, Occupy Wall Street, and Black Lives Matter. In turn, some anthropologists have taken up militant ethnography, a burgeoning approach to qualitative research that is consciously politicized, enabling activist-researchers to engage directly with radical social movement(s). We will explore: anthropological theories and practices of democracy; the power of the state; social movements; and the anthropology of politics, culture and power. Topics include: collectivism, autonomy, solidarity, anarcho-primitivism, anarchist ecology (including non-hierarchical connections with the natural world), non-market productions, relationships, ethics, political insurrections and revolutionary movements, experimental societies and utopian communities, power structures, democracy and horizontal power. As the study of domination is informed by the legacy of slavery and the enduring structures of settler

colonialism, the case studies for this course will be drawn primarily (though not exclusively) from the Americas.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH315**

Prereq: **None**

**AMST325 The Work of Art Against Work: Art, Labor, Politics**

Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the 'work' of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including 'craft,' affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM325, FGSS335**

Prereq: **None**

**AMST326 Queer and Trans Aesthetics**

The seminar aims to develop intersectional frameworks for analyzing the artistic production of five artists who will be participating in a Trans\*Revolutions symposium at the Center for the Humanities this spring: Tourmaline (film); Vick Quezada (photography, sculpture, film, and performance); Elliot Montague (film); Texas Isaiah (photography); and Emma Frankland (performance). We will also contextualize their work in relation to other artists, such as Ana Mendieta; Rotimi Fani-Kayode; Elle Pérez; Sandie Yi; Isaac Julien; Vaginal Davis; Kent Monkman; Martine Gutierrez; Felix Gonzalez-Torres; Juliana Huxtable; Laura Aguilar; Untitled Queen; and Wu Tsang. For the primary assignment, students will have two options: 1) a research paper on one or more of the participating artists or another relevant artist; or, 2) a creative project (e.g., artwork, performance, poetry) in dialogue with the seminar's topics. Students also will have the opportunity to engage the symposium's featured artists during their visit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS331, THEA311, SOC300, AFAM331**

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**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL324, AFAM324**

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**

### **AMST350 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL350, AFAM350**

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, AFAM351**

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**

### **AMST355 Between Asia and Asian America**

In this seminar, we will critically examine the relationship between East Asia and Asian America, and explore the disjunction and connection between the two as geopolitical entities, historical concepts, academic fields, and sites of cultural expressions and political identity. Inquiring into key issues such as colonization, diaspora, race and ethnicity, Pacific and the transpacific, etc., this seminar seeks productive engagement between the disciplines without erasing their differences.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS355**

Prereq: **None**

### **AMST357 Social Movements Lab**

What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are

the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge?

This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activism in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change.

The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course—just passion and the desire to learn collaboratively!

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM355, ANTH355, FGSS355**

Prereq: **None**

#### **AMST358 Fugitive Perspectives on Education and Civil Society**

In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: 'Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies.' Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages.

Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LGBTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools 'are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown,' then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society?

The history of education, however, has largely been interpreted from a biased perspective—namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM358, EDST358**

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 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling**

This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of 'The Sopranos' in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the 'beat model' developed in certain Calderwood Seminars, where students become 'experts' in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **ANTH361, FILM362**

Prereq: **None**

#### **AMST375 Black Global Cities**

In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa, Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabea Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as *Girlhood* (2014), *Black Panther* (2018), *The Harder They Come* (1972), *Bad Friday: Rastafari After Coral Gardens* (2011), *Welcome to Nollywood* (2007).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL375, AFAM375**

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 intersectionality 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**

#### **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: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Prereq: **None**

## ANTH112F Listening to the World: The Cultural Power of Sound (FYS)

Sound plays an important, but often overlooked, part in our sense and understanding of the world. How do sounds make meaning? How does what we hear affect what we know? In what ways is listening different from watching? Drawing from cultural anthropology, philosophy, ethnomusicology, human geography, architecture, cultural studies, experimental art criticism, media, performance, and sound studies, this course will explore strategies for writing about and representing aural stimuli. We will 'sound' these strategies against an archive of music videos; rap, pop, and electronic music from around the world; urban and rural soundscapes; film soundtracks; as well as contemporary performance and sound art that foreground sonic experimentation. Students will be encouraged to develop ethnographic skills that experiment with what it means to listen to, research, and write about soundscapes and culture, and are invited to experiment with different forms for assignments, including spoken word, podcasts, and other kinds of live and recorded sounds.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ANTH**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: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Identical With: **SISP113**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 '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 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.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **FGSS223, AMST228**

Prereq: **None**

#### **ANTH204 Extreme Landscapes of the Anthropocene**

The 'Anthropocene,' a term coined to categorize the current geological epoch, has become a way in which social scientists can critically and creatively engage with the impact of humanity on the ecological well-being of the Earth. The interdisciplinary and uncertain nature of this subject matter provides space for experimental writing styles, innovative approaches to storytelling, and critical discussion and debate. This course is designed to explore and challenge the term 'Anthropocene,' questioning how narrative and drama are entangled in the dissemination of complex truths, for better or worse.

In this course, we will consider texts, short films, and other mixed media that investigate the everydayness of extreme landscapes, from 'capitalist ruins' to the depleting seas. We will dive into the social, political, economic, and scientific power-scapes that influence narratives about the environment, from late liberal ideology to corporate influence on science and the news. Through the course materials and activities, we will question how to communicate complex information with a broad range of people, particularly surrounding issues of climate change, sustainability, and environmental justice. Each student will build their own writing portfolio of short essays for specific audiences. The class will collectively build and design a storytelling website where they can share their work. Students are encouraged to apply an ethics of care and the art of 'non-judgmental attention' to their critical engagement with the Anthropocene.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP204, WRCT204, ENV5204**

Prereq: **None**

#### **ANTH206 Ethnography of the American Rural**

The rural stands as a fraught American symbol, positioned in stark contrast to its corollary: the urban and its cosmopolitan subjects. The American rural is variously represented as vulnerable, disappearing, backwards, regressive, slow. In this course, we elucidate the texture of the American Rural by engaging with ethnographic writing from the early 20th century into the contemporary. In exploring the rural as a meeting place of working-class expressive cultures, an atmosphere of slow or strange time, a dramatic history of industry and agriculture, a notoriously tense racial zone, an icon of severity, and a place of exuberant stories and poetics, we uncover the vital ideological function of the rural as the urban's dark twin in American myth throughout history and today.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST236**

Prereq: **None**

#### **ANTH207 Anthropology of Time**

In this course, we will examine time as a cultural phenomenon. At once absolute and highly malleable, one of the objective dimensions of our existence and experienced with such subjective variation, time is a central concern for many different cultural worlds, even as those different worlds render time entirely differently from each other. Time is also a particular pre-occupation of anthropology, both as a concept and a significant methodological and ethical concern (as it is embedded in ideas like progress, evolution, development, the 'backward'). Accordingly, this course will track between ethnographic explorations of different cultural accounts of time - what time is, what it does, and what it should be - and methodological and theoretical conceptualizations of temporality, futurity, and the dangers of 'freezing' cultural systems and actors in static time-frames.

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. It is ideal preparation for ethnographic theses and essays during senior year.

Offering: **Host**

Grading: **Cr/U**

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**

Identical With: **SISP211**

Prereq: **None**

#### **ANTH212 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology**

New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP203, ENV5203**

Prereq: **None**

#### **ANTH213 Indigenous Anthropology**

In this course, we will explore what anthropology looks like from an indigenous perspective. Focusing on four significant texts by indigenous anthropologists, we will explore concepts of indigeneity, mobility, gender, DNA, and indigenous rights and sovereignty as they are articulated between anthropology and indigenous studies. At the same time, we will examine how anthropological research and writing can be conducted from the perspective of the historically colonized as opposed to the colonizers, navigating the ambiguities of anthropology's own legacy as it is rearticulated by scholars from diverse positionalities and perspectives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

#### **ANTH214 Introduction to Archaeology**

What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts—including artifacts excavated from historic Middletown—and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **None**Identical With: **ARCP204**Prereq: **None****ANTH217 Anthropology of Science**

What are scientific facts? How do we know what we know? In this course, students will gain an introduction to thinking about science and technology as cultural practices shaped by power, politics, race, indigeneity, gender, and sexuality. Students will explore how anthropologists, long interested in how 'culture' works, have recently turned their gaze toward critically examining the cultures of people in positions of technoscientific power, including nuclear scientists, Wall Street analysts, drone weapon designers, climate scientists, molecular biologists, and more. Students will also be trained in conducting ethnographic fieldwork on a group of experts in their own communities in order to ask questions about scientific rituals, truth-making, and distributions of power and privilege.

Students who received credit for SISP 265---Introduction to Science as Culture may NOT enroll in this course for credit

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-SISP**Identical With: **SISP265**Prereq: **None****ANTH218 The Arab Street: Pop Culture and Media between Muslim Worlds**

For decades, 'the Arab Street' has served as an evasive yet loaded placeholder in mediated discussions of politics in the Arabic-speaking world. Sometimes romanticized as the rare home of authenticity; sometimes demonized as the birthplace of extremism and fundamentalism; and sometimes celebrated as the backdrop of new political expression, the 'Arab Street' is a frequently referenced but poorly understood social formation. This course looks to the intersections of different popular culture production and media--including film, social media, television, popular music, performance art, graffiti, and sport--to explore the contours and textures of emergent politics in this region. Designed as an interdisciplinary interrogation of cultural politics beyond state narratives and as an alternative to studies of either diplomacy or terrorism, this course uses pedagogy and scholarship from anthropology, performance studies, film and media studies, and cultural studies to interrogate popular politics in a contested Middle East and North Africa.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Prereq: **None****ANTH219 The Anthropology of Performance**

This course traces the intersection of anthropology, theatre, and performance studies to explore cultural phenomena of ritual, event, spectacle, audience, liveness, and mediation in different cultures across the globe. Drawing from both ethnographic writing and anthropological, performance, and media theory concerning the nature of presence, spectatorship, belonging, and representation, students wade into debates on performativity, liveness, affect, and communitas. In turn, students use their knowledge of these debates to put forth their own original analyses of live events they attend while also experimenting with practices of ritual building.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Identical With: **THEA219**Prereq: **None****ANTH225 Rightwing Movements in the Age of Trump**

This course explores the socio-cultural, ideological, and affective contours of contemporary American far-right political culture. Course readings theorize the nature of 'rightwing' politics in general, provide ethnographic insights into particular movements and policy platforms, and trace the rising impact of rightwing attitudes in the age of Trump. We focus on connections and disconnections between a range of communities that comprise the so-called 'big tent' of the American right, including white supremacists, free market libertarians, Christian fundamentalists, and conspiracy theorists. Over the course of the semester, students will gain conceptual tools for better understanding what is at stake for these groups and how those stakes shape their political practices and goals. We will also reflect on how this knowledge might shape our own political viewpoints and tactics moving forward.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Identical With: **AMST231**Prereq: **None****ANTH227 Ethnographies in Medicine**

Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-WRCT**Identical With: **WRCT226**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: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ANTH**Prereq: **None****ANTH231 Post-Zora Interventions: Art, Activism and Anthropology**

Inspired by the pedagogies of Paolo Freire, this experimental 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 in the 'urgency of now' of these times.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

### **ANTH233 Global Queer Studies**

This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and the transnational lives of Filipino gay men in New York. Our aim is to expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative), and to understand how sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.

This semester will feature a lecture/film series as part of our course, with visiting scholars Erin Durban-Albright (on postcolonial homophobia in Haiti), Martin Manalansan (on QTPOC Filipino lives), and filmmaker Harjant Gill (on gender/sexuality in India).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST233, FGSS233**

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 Other Worlds Are Possible: Life Against and Beyond Neoliberal Logics**

This four-week intensive course examines radical challenges, in theory and on the ground, to mainstream neoliberal capitalism and development strategies promoted by international organizations such as World Bank and the IMF. 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 building a 'post-development' era. In this course, we look at the conceptual history of the term 'post-development' and also examine what post-development life looks like on the ground, among dispossessed communities. We will focus on lived and imagined challenges to neoliberal capitalism. We spend the first week at Wesleyan, brushing up on the critical ideas and movements that have emerged out of Mexico (and Latin America, broadly) over the past four decades in reaction to mainstream development discourse. We will then explore these ideas and lived alternatives in Oaxaca, Mexico. We will spend three weeks learning about and working 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: **FILM349, FGSS243**

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**

#### **ANTH256 Anthropology of the Senses**

How do we know what we know? Is seeing really believing? And what about hearing, smelling, tasting, and feeling? This course explores Anna Tsing's provocation to 'look around instead of ahead,' asking: what kinds of participatory observation of the senses help us identify what we know about the world?

Through readings, lectures, short form writing, and field trips, we examine the role of the senses in forming what we know about ourselves and others. Writing and research assignments develop tools for documenting, analyzing, and communicating our senses and work towards a critical acknowledgment of sensory hierarchies. Our course readings consist of selections from theories of affect, sound studies, and food studies, as well as key texts in cultural anthropology in order to build an appreciation of the range of sensory information available to us and the strategies we use to communicate our sensory worlds. Our goal is to probe how ethnographic work sensitive to the multidimensionality of the human sensorium can discover and propose real strategies for human vitality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

#### **ANTH257 Environmental Archaeology**

Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the 'collapse' of civilizations such as the ancient Maya. The course will involve hands-on preparation of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students

must be available on Sunday, March 1, for the first stage of animal skeleton preparation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP257, ENVS257, E&ES257**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

#### **ANTH267 Black Religions in the Americas**

This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santería) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, 'authenticity,' commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.

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: **ENVS268, 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**

Prereq: **None**

#### **ANTH279 Eating Others: Histories and Cultures of Animal Edibility**

For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How have cultural categories of 'edibility' developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How has gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food?

This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS279**

Prereq: **None**

#### **ANTH285 Film and Anthropology**

Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from 'traditional' ethnographic films to various forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi,

Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **FILM323**

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 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 activism, 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**

Prereq: **None**

#### **ANTH290Z 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**

Prereq: **None**

#### **ANTH291 East Asian Archaeology**

This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with 'Peking Man' and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th Century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP291, CEAS291, ENVS291**

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 it has 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**

#### **ANTH295B Theory 1: Anthropology of Affect**

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 is the anthropology of affect.

Affect: to affect and be affected. Anthropologists and other social theorists from Durkheim onward have considered questions of bodies, sensation, emotion, and social change. In recent years, the 'affective turn' in the humanities and humanistic social sciences has brought renewed attention to these dynamics. For some, affect is contrasted with emotion; it is potential or capacity, not set cultural meaning. For others, affect is contrasted with structure or form; it is bodily sensation or intensity--dynamic, energetic, mobile. And for others still, affect might enable us to grasp how it feels to inhabit a life world, a particular atmosphere, texture, sensuality, the feel of things.

This course explores the genealogy and range of theories of affect, foregrounding anthropology's distinctive contributions to and critiques of the study of affect. We'll discuss ways that centralizing affect might disrupt dichotomies of structure/agency, opening up modes of analysis that are not centered on cultural meaning-making, and enabling us to explore forms of life that exceed human subjects and socialities. Readings will tack between more theoretical essays and ethnographic representations of affect, sensuality, mobility, and emotion.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

#### **ANTH296 Theory 2: Anthropology and the Experience of Limits**

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 course considers the possibilities of an anthropology of transgression, excess, and unreason. This is an anthropology of all things cultural that work outside the logic of function and utility--that is, of actions and events that, while being eminently social, exceed reason and rational explanation. We will take as our point of departure an understanding of political economy that no longer has production and rationality as its core principles but rather consumption and waste. For this 'general economy,' as Georges Bataille called it in opposition to a 'restricted economy' focused on utility, he drew from the anthropology of his time and its study of societies organized around complex systems of gift-giving, collective ritual, and periods of wasteful consumption (through festivals, for example). Ultimately, Bataille sought to formulate a critique of the early-20th century European political and economic order, which emphasized individualism, rationality, and profit and which, he believed, fostered disenchantment with liberal democracy, totalitarian impulses, and war and calamity.



Class readings and discussions will be organized around topics such as profitless expenditure and the festival; gift-giving and sacrifice; taboo and transgression; formlessness and abjection; sex and eroticism; and subjectivity, excess, and the experience of limits. Students will develop research projects on these and other topics of their interest, which could include theoretical and ethnographic explorations of, for example, particular festivals, games of chance, religious experience, the writing of poetry, nonreciprocal giving (organ donation, surrogate motherhood), and the experience of extreme sports and high-risk tourism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

#### **ANTH297 Precarity in America**

This course explores the socio-cultural dimensions of inequality and the lived experiences of precarity in the contemporary United States from an ethnographic perspective. We examine how forms of neoliberal governance and economic restructuring come to bear on constructions of difference such as class, race, gender, and citizenship in ways that implicitly frame structural inequality as natural. Course readings highlight how Americans navigate and reckon with the various forms of inequality, precarity, and injustice they face in their daily lives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

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: **OPT**

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 to the study of 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 pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze 'their' ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI307**

Prereq: **None**

#### **ANTH304 Race, Ethnicity and Indigeneity in the Middle East and North Africa**

Who holds power in the Middle East and North Africa (MENA)? How is it wielded? Over whom? This course interrogates the social and cultural lives of empire in the colonial and postcolonial MENA. We explore the afterlives of the Arab, Persian, and Ottoman Empires on minority communities; the affects and effects of US and European colonial intervention; and the discriminatory practices of new regimes of neoliberal capital in the region. Course readings ask students to examine and to learn about Orientalism and Islamophobia; neo-imperialism; settler colonialism and occupation; underdevelopment and de-development; dependency; the kafala system; colorism and fairness; anti-blackness; and the historical marginalization of indigenous groups like Berbers and Kurds. Drawing on historical texts, ethnographic works, and analyses of race, indigeneity, labor, and migration alongside contemporary activist efforts around housing, the environment, and education, we will seek to understand and deconstruct the flows of power in and outside the MENA region.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

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**

#### **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 Migration and Movement in/between Muslim Worlds**

The spectacular migrant crisis across the Mediterranean Sea since 2014 has frozen a particular racialized understanding of migration and flight out of the Middle East and North Africa. This course looks to trouble this singular narrative of movement out of the Middle East and Africa by looking at the multiethnic and transnational flows of workers, capital, fighters, and aid workers in and out of the region since the late 1990s. We read ethnographies of development, war, exile, investment, and activism in order to better understand exchange, change, and fluid continuities in overlapping theaters between Africa, Europe, Asia, and the Middle East.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

#### **ANTH312 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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ARCP314**

Prereq: **None**

#### **ANTH315 Anarchist Anthropology and Militant Ethnography**

Today, anthropology is better known as a discipline that still grapples with its colonial past more than as a discipline that has an affinity with anarchy. In *Fragments of an Anarchist Anthropology*, David Graeber suggests that anthropology shares a particular affinity with anarchist theory because of its history of working within 'stateless' societies and how it accounts for the range of human possibilities in terms of social organization, power, and authority. Thus, he calls for the need to create a body of social theory gravitating around anarchism. This includes developing methods for radical critical engagement with and understanding of social processes. Anarchist thought and practice has left its mark on a series of high-profile social movements over the past few years, such as the uprisings in the Arab world, indigenous autonomous zones in Latin America, Occupy Wall Street, and Black Lives Matter. In turn, some anthropologists have taken up militant ethnography, a burgeoning approach to qualitative research that is consciously politicized, enabling activist-researchers to engage directly with radical social movement(s). We will explore: anthropological theories and practices of democracy; the power of the state; social movements; and the anthropology of politics, culture and power. Topics include: collectivism, autonomy, solidarity, anarcho-primitivism, anarchist ecology (including non-hierarchical connections with the natural world), non-market productions, relationships, ethics, political insurrections and revolutionary movements, experimental societies and utopian communities, power structures, democracy and horizontal power. As the study of domination is informed by the legacy of slavery and the enduring structures of settler colonialism, the case studies for this course will be drawn primarily (though not exclusively) from the Americas.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **AMST319**

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 Indigeneities**

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**

#### **ANTH319 Toxic Sovereignities: Life after Environmental Collapse**

What politics emerge at the borders of life and nonlife? Representations of the human species as being on the brink of environmental collapse have become increasingly common, as the specters of climate change and cataclysmic

environmental disaster seem to bear down ever more heavily upon us. At the same time, the increasing entanglement of human bodies with various forms of chemical and otherwise man-made pollutants presage a slightly different future, one in which, if the human species does not outright disappear, it will be fundamentally transformed. This course explores different forms of political and social action that have emerged in response to these seemingly epochal shifts with a particular emphasis on the ever-mutating concept of sovereignty. Our goal is to explore the ways in which the shifting borders between human life and its artificially produced absence can serve as productive sites of new political forms and transformations of older ones, even as they also generate tremendous social and cultural anxiety.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **SISP319**

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: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **None**

#### **ANTH355 Social Movements Lab**

What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge?

This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activism in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change.

The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course—just passion and the desire to learn collaboratively!

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM355, FGSS355, AMST357**

Prereq: **None**

#### **ANTH360 Alter(ed)native Approaches to Decolonizing Anthropology**

The primary aim of this seminar is to study various theoretical and methodological entry points into decolonizing anthropology (Harrison and Harrison). Considering academe's investment and attachment to hierarchies of knowledge, is it possible to decolonize the discipline given its complicit history in processes of racialization? What would a decolonized anthropology look like, and what does interdisciplinarity have to do with it? Lastly, how can it be put into practice? To this end, we will take alter(ed)native approaches to engaging the 'Race: Are We So Different' project to raise fundamental epistemological and pedagogical questions concerning Otherness and/in anthropology as well as in/and research as praxis. With this contemplative foundation, students are expected to create a decolonized anthropology project that's so fire! This is a project-based course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Prereq: **ANTH101**

#### **ANTH361 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling**

This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of 'The Sopranos' in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the 'beat model' developed in certain Calderwood Seminars, where students become 'experts' in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **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**

#### **ANTH392 Sacrifice**

Sacrifice entails the surrender, destruction, or self-denial of something precious or desired in exchange for peace, power, prosperity, freedom, or edification. Destruction by sacrifice, says anthropologist E. E. Evans-Pritchard, is an act of giving of the self that must be costly and 'necessarily reciprocated.' In sacrifice, humans come face-to-face with death without dying. Through a collection of interdisciplinary readings, this seminar examines the implications of this



ruse through the themes of war, animal and human sacrifice, asceticism, acts of political immolation, big-game hunting, high-altitude mountaineering and extreme sports, and the experience of excess in festivals such as Burning Man.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

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**

What are the many ways in which queerness obtains meaning across cultures? What does it mean to have a queer relationship to one's world? Queer/Anthropology traces the history and present state of ethnographic studies of queerness, defined here as non-heteronormative sexualities and gender embodiments. We examine the way in which heteronormativity is established as integral to hegemonic order and the manner in which it functions within Western armchair ethnographic studies and sexology of the early 20th century. We look at the binary system as a mode of organization and the way in which anthropological studies of sexuality and gender have nearly always challenged the presumed universality of these modes. We read contemporary ethnographic work in order to compare and contrast different cultures' usage of sexuality and gendered categories in relation to various contexts, such as colonialism, race/racism, capitalist and non-capitalist economic and political systems, cosmology/religion, and regionality/place.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

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: **OPT**

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: **BMO**

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: **BMO**

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**

#### **ARAB380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)**

This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation—namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **CGST380**

Prereq: **None**

#### **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)**

#### **ARCP153F Single Combat in the Ancient World (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV153F**

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**

#### **ARCP203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology**

New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ENVS203, ANTH212**

Prereq: **None**

#### **ARCP204 Introduction to Archaeology**

What can fragments of pottery, stones, and bones reveal about the lives of people who lived thousands or even millions of years ago? What does the archaeological record reveal about human evolution, past human diets and health, ancient socioeconomic systems, and the emergence of early cities? And how can we preserve archaeological sites and artifacts for future generations? This course will introduce students to the interdisciplinary field of archaeology. We will discuss key methods and principles that archaeologists use to study the human past while covering a survey of world prehistory from the earliest stone tools to the archaeology of contemporary material culture. Students will have the opportunity to examine real archaeological artifacts--including artifacts

excavated from historic Middletown--and will be encouraged to think critically about the ways that archaeology informs our understanding of both the past and the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **ANTH214**

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 and Art**

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.

This course counts toward the archaeology/archaeology science track.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV214, ARHA203**

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**

#### **ARCP242 Tablets, Temples, and Cities: Near Eastern Art and Archaeology**

History starts in the Near East with many firsts in human culture: domestication, writing, cities... Throughout its long history, the ancient Near East has produced a unique corpus of material culture, architecture, and textual records. In this course, we will survey the art and archaeology of the ancient Near Eastern civilizations with contextual information about the cultures that created them.

Every week we will progress chronologically and will explore broader socioeconomic, political, and cultural changes by discussing art historical, archaeological, and textual evidence. We will look at examples from Anatolia, Mesopotamia, and the Levant, and compare these to one another. Students will gain a larger understanding of commonalities and differences in the cultural expressions of these cultures. The last section of this course will be dedicated to current issues concerning the archaeology and cultural heritage of the Middle East.

This course will also have various hands-on components: We will learn about textile production by using spindle whorls, learn about cuneiform writing by making clay tablets, and create our own seals based on ancient Near Eastern imagery and mythology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

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**

#### **ARCP245 Climate, Change, and the Ancient World**

Climate change has recently become shorthand for Global Warming, the clearcutting of rainforests, and the burning of fossil fuels. Yet while anthropogenic climate change on the global scale is indeed a modern phenomenon, climate change itself is nothing new, and human societies have been negotiating their natural world for millennia: adapting to changing conditions by inventing new technologies, adopting new social structures, and even modifying the landscapes around them.

Examples from around the world, including Africa, the Mediterranean, Australia, the Americas, Asia, and the British Isles, will be used to examine how past societies perceived and interacted with their environments. Aspects of collecting, analyzing and interpreting various climate proxies, and the theoretical foundations for interpreting their relevance to archaeological questions, will constitute major components of this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ENVS245**

Prereq: **None**

#### **ARCP248 Who Owns the Past? Cultural Heritage, Archaeology, and Politics**

'Who controls the past controls the future; who controls the present controls the past.' - George Orwell, 1984

When Orwell wrote these words, there was no ISIS destroying non-Islamic monuments, no Saddam Hussein claiming to be a Babylonian king, and no cultural heritage news appearing on our Facebook feeds every day. Yet this statement is still as relevant as it was in Orwell's dystopia. Cultural heritage is an important part of state ideologies, national identities, and politics in the Middle East. The idea of controlling or owning the past is not new however; even ancient Near Eastern kings and rulers used their heritage or their conquests over older temples and monuments as a tool to claim political power.

In this course students will become familiar with the concept of cultural heritage, both tangible and intangible; learn about cultural heritage institutions and laws; and understand how these institutions protect heritage in different situations.

By looking at past and modern case studies from Egypt, Turkey, Iraq, Iran, Afghanistan, Palestine, Israel, Syria, the U.S., and examples from other parts of the world, students will learn about the role of archaeology, colonialism, international politics, and indigenous cultures in creating, identifying, and protecting (or destroying) cultural heritage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Prereq: **None**

#### **ARCP257 Environmental Archaeology**

Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the 'collapse' of civilizations such as the ancient Maya. The course will involve hands-on preparation of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available on Sunday, March 1, for the first stage of animal skeleton preparation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ENVS257, ANTH257, E&ES257**

Prereq: **None**

#### **ARCP258 Archaeometry: How to Science the Heck out of Archaeology**

What does it mean to have meteoric elements in 'Trojan War era' weapons? How should we understand 'Barbarian Ware' of supposed invaders when we now

identify local clay fabrics? This seminar is an introduction to the various classes of material culture and the scientific methods utilized today to answer such elusive archaeological questions. We will get hands-on experience with chromatography to identify organic commodities such as perfumes and wine, microscopy to characterize ceramic fabrics and technology, and XRF spectrometry to analyze various inorganics such as colored pigments, bronze implements, and lithic monuments. Based on this knowledge, class sessions will present and assess well-known case studies. We will discuss the conservation of material culture in order to better understand and preserve our past. What should a curator do with deteriorating Roman glass? Should a Preclassic Maya vessel with chocolate be cleaned for display? Is an Egyptian ushabti authentic? As a final project, students in close consultation with the instructor will conduct background research on a cultural artifact of their choice and design a program of archaeometric analyses to produce a poster that addresses intriguing archaeological questions of their own.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

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 an 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, ENVS268**

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.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.

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**

Prereq: **None**

#### **ARCP291 East Asian Archaeology**

This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with 'Peking Man' and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th Century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ANTH291, CEAS291, ENVS291**

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, ENV5292**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH314**

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**

#### **ARCP350 Animals in Archaeology**

Food, foe, friend: Animals play all these roles, and more in their relationship to humans, in the past as well as the present. This course will explore how zooarchaeology--the study of animal remains (bones, teeth, and shells)--allows us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and analytical techniques, including hands-on sessions for the identification and quantification of faunal remains. By the end of the course, students will be able to identify every bone in the mammalian skeleton and distinguish between the bones of common non-mammalian taxa. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

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**

#### **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**

#### **ARCP382 Archaeology of Money: Numismatics and GIS**

In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These 'treasure-trove' finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society). In the first half of the course, we focus primarily on a series of case studies and hands-on, in-class lab sessions based on actual numismatic materials, primarily drawn from ancient and medieval South Asia, and classical Greece and Rome. In the second half, students will learn how to use ArcGIS and will complete a collaborative group project in which they design and construct a geodatabase for the analysis of ancient or medieval Indian coin hoards. No prior knowledge of either numismatics or GIS is required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA382**

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**

#### **ARCP424 Advanced Research Seminar, Undergraduate**

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **ARCP425 Archaeology Lab Research**

Advanced students in archaeology have an opportunity to work intensively with departmental faculty to contribute to a variety of ongoing faculty research projects. These collaborations offer the chance for students to refine their research skills, gain exposure to conservation and research methods outside the basic curriculum, and work towards tangible research outcomes. Such outcomes may include research posters, creation of online databases, contributions to published works, contributions to or solo exhibit designs, or senior essay/thesis projects. Faculty projects vary from year to year but currently include studies in Mediterranean palaeoclimate, lab-based scientific study and digital modeling of archaeological artifacts, organic residue or ceramic studies (Dr. Birney, the OpenARCHEM project), or museum research projects in the Wesleyan Collections (which comprise approximately 35,000 objects), cataloging and researching artifacts (Dr. Murray, Wesleyan Collections). Participation is POI only. Contact the Archaeology Program Chair for more information.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ARCP**

Prereq: **None**

#### **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)

**ARHA109 Introduction to Western Art I: Ancient to Medieval**

This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to c. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined, in addition to issues of religion, rulership, class, luxury, and the definition of art within its ancient and medieval milieus.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST131**

Prereq: **None**

**ARHA110 Introduction to Western Art II: 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**

**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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

**ARHA140F Van Gogh and the Myth of Genius (FYS)**

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**

Identical With: **RL&L140F**

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, though, 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. Works that comprise the focus of this class 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 methodologies 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**

#### **ARHA181F Mughal India: Introduction to the Practice of Art History (FYS)**

Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the early modern 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**

#### **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 and Art**

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.

This course counts toward the archaeology/archaeology science track.

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.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.

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**

#### **ARHA208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)**

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 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 wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CGST208**

Prereq: **None**

#### **ARHA209 Mosque and Cathedral: Islam and the West, c. 600-1500**

This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out

both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST209**

Prereq: **None**

#### **ARHA210 Medieval Art and Architecture, c. 1100-1400**

This course introduces the art and architecture of Romanesque and Gothic Europe, c. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST210, RL&L210**

Prereq: **None**

#### **ARHA213 Early Medieval Art, c. 300-1100**

This class surveys the art and architecture of early medieval Europe, beginning with Late Antique multiculturalism, the decline of the Roman Empire, and the spread of Christianity, and continuing through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout. The periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, and Ottonian art.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST213**

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**

#### **ARHA220 Northern Renaissance Art**

The Northern Renaissance (roughly c. 1400-1600) was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the spread of humanism, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany, before progressing through such key artistic personalities as Sluter, Broederlam, the Limbours, Campin, the van Eycks, van der Weyden, Memling, Fouquet, Riemenschneider, Dürer, Grünewald, Altdorfer, Cranach, Bosch, Holbein, and Bruegel—such a narrative, however, will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST219**

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, RL&L212**

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, Michelangelo, Raphael, Bronzino, 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: **OPT**

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**

Identical With: **RL&L243**

Prereq: **None**

#### **ARHA240 The Birth of Modern Art, 1750-1900**

This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. The story of modern art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of experience, and in which collective ideals gave way to expanded individual freedoms. Themes we will explore in this class include the advent 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 fragmentation of the visual arts into fine and applied arts and attempts at the end of the century to reunify them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **RL&L240, 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **RL&L241, GRST241**

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: **RL&L244**

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 that 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.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

#### **ARHA251 Artists Design Exhibitions**

This course explores the history and theory of exhibition-making as an artistic form. We examine key episodes in the history of artist-designed exhibitions, focusing on major works since the 1960s with an eye to foundational case studies in the early- to mid-20th century. Our discussions will generate a working typology of the form's various modes and functions, tracking how artist-designed exhibitions have variously served as spaces of public debate and agitation, propaganda spectacles, didactic displays, activist interventions, and sites of aesthetic experimentation. Exhibition design's material supports and conditions have been just as disparate: room-scale interiors, polyform spatial sequences, distributed multiples, and outdoor installations on city streets. Across each of these divergent formats, exhibitions are distinguished by their shared potential to create what Walter Benjamin once described as 'simultaneous collective reception.' As Benjamin's phrase suggests, exhibitions constitute publics, and in this course special attention will be paid to the types of publics--and the types of subjects--that specific exhibitions and exhibition strategies presuppose.

What can the history of exhibition design show us about the new 'curatorial condition' of everyday life, in which data specialists now curate information, an artisan cheese shop curates its merchandise, and anyone with a social media account curates a presentation of self? Artists central to this history, and to which this course attends, include: El Lissitzky, Marcel Duchamp, Charles and Ray Eames, the Rosario Group, the Independent Group, Hélio Oiticica, Marcel Broodthaers, Louise Lawler, Group Material, Fred Wilson, Philippe Parreno, Mark Leckey, and Camille Henrot.

Offering: **Host**

Grading: **OPT**

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 last 35 years. This period gave rise to a bracing range of historical transformations: a post-communist Europe;



an economically prominent China; queer and antiracist activism; increasingly molecular degrees of technological mediation in everyday life; asymmetrical consolidations of a globalized network of travel, communication, and capital; climate and refugee crises; and a state of seemingly perpetual war, to name only a few. This course attends to the changing vocabulary of approaches by which artists intervened in these conditions and positioned their work in relation to a longer view of the history of art. Far from a comprehensive survey, the course acknowledges the inherently recursive and unstable condition of contemporary art history, a field of research and inquiry defined as a work in progress. The course is nonetheless structured in a loosely chronological fashion, sequenced according to formal techniques that emerged as timely responses to specific historical moments (photographic appropriation, moving image projection, social practice, painting, institutional critique, web-based art, etc.). Our work throughout will attend to theoretical frameworks that have remained influential in recent practice (postcolonial, feminist, poststructural, etc.).

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, with a primary focus on the United States. The historical conflicts of that tumultuous period presented new challenges for artists as they attempted, in their work, 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 historical avant-gardes (such as abstraction, the readymade, 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 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, institutional critique, and site-specificity.

Offering: **Host**

Grading: **OPT**

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: **ENVS254**

Prereq: **None**

#### **ARHA257 Just Cities: Architectures of Public Encounter**

What is 'the public,' and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting 'the city'? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL332**

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**

#### **ARHA263 Curatorial Workshop: Images of the Floating World**

This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC, which will include an accompanying publication as well as permanent online catalog entries for individual prints on the DAC's website.

Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by



artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

#### **ARHA263A Curatorial Workshop: Images of the Floating World**

This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an installation at the DAC, which will include an accompanying publication as well as permanent online catalog entries for individual prints on the DAC's website.

Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS236A**

Prereq: **None**

#### **ARHA263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870**

This course examines the emergence of an 'ecological consciousness' in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term 'ecology' was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's 'ecological imagination' through their representations of landscapes. Known as the 'Barbizon School,' this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ENVS263B, RL&L235B**

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**

#### **ARHA269 History of African American Art**

This course will introduce students to a history of African American artistic production from the late 18th century to the present, in a range of media and styles. While we will focus primarily on the visual arts--looking at sculpture, painting, photography, collage, film, performance, and installation--we will also consider the deeply interdisciplinary nature of Black cultural production, highlighting the important role of music, poetry, dance, and theater.

We will explore how African American artists, both individually and collectively, have negotiated the terms made available to them by cultural institutions, whether by struggling for inclusion, acknowledgement, and validation; actively protesting racist and exclusionary policies; or by forming alternative institutions, communities, and spaces in which to work and share support. From the Harlem Renaissance to the Black Arts Movement and 'post-Black' exhibitions, art works will serve as a primary source to ask, is there such a thing as a 'Black aesthetic' and if so, how would one define it? Why might an African American artist reject such an idea? Other key questions will include: What is the role of visual representation in political struggle? How have artists mobilized portraiture as a tool of liberation? What does it mean to turn away from figuration, toward abstraction or opacity? How have artists grappled with questions of nationhood, belonging, and diaspora?

Together, we will trace how artistic forms, techniques, and motifs have served both as sites of collective history and as speculative propositions to envision new futures, articulating what Robin D.G. Kelley calls 'freedom dreams.'

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AFAM208, AMST248**

Prereq: **None**

**ARHA276 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)**

This course will explore painting, textiles, prints, and ceramics of Edo-period Japan (1615-1868), with a focus on those produced in Kyoto and Edo (Tokyo). In addition to formal examination of the material and expressive qualities of the works of art under investigation, we will consider how other factors such as location, social background, religious faith, and degree of literacy of Edo-period artists found expression in their work.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS246**

Prereq: **None**

**ARHA279 Arts of East Asia: From Shang Bronzes to Erotic Woodblock Prints**

The course will introduce students to the visual arts of China, Japan, and Korea, focusing on painting, sculpture, and the decorative arts from the Bronze Age through the early modern period. Our primary method of investigation will be formal analysis, a fundamental analytical tool in art history, but we will also consider issues of cultural context, including politics, gender, philosophy, and religion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

**ARHA284 Buddhist Art and Architecture in East Asia**

Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion reached Central Asia and eventually East Asia. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. Among the topics the class will address are the nature of the Buddha image, the political uses of Buddhist art, the development of illustrated hagiographies, and the importance of pilgrimage, both in the past and the present.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS284**

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**

**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**

Identical With: **WLIT271**

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**

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, ENV292**

Prereq: **None**

#### **ARHA295 Critical Race and Art History: Theories and Methods**

How does the practice of art history shift if we begin with questions of race and colonialism, rather than treating them as secondary? Concepts such as mastery, familiarity, strangeness, taste, and beauty are formed by historical conditions of domination and subjugation, and the histories of material production and cultural expression are fundamentally entwined with the circuits of colonialism and racialized regimes of power. From the appearance of parrots in 17th-century Dutch paintings, to the role of photography in the abolition of slavery, to Indigenous perspectives on materiality, the course offers a grounding in art historical research methods, a critical perspective on the field's historiography, and a survey of key recent scholarly contributions. Building toward a final project in which students conduct original research, the course will focus on close looking, the politics and ethics of citation, and will familiarize students with working with archives.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **AFAM263**

Prereq: **None**

#### **ARHA310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia**

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 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, and 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, multi-confessional society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST310**

Prereq: **None**

#### **ARHA311 The Body in Medieval Art**

Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the 'medieval body' was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, c. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art, which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. 'Body' signals not only earthly bodies--sexed, fleshly, corruptible, and soon to decay--but also the soul (equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST311**

Prereq: **None**

#### **ARHA312 Medieval Manuscripts**

Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe definitions of painted image and written word that differ markedly from our own today. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th-century advent of printing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **MDST313**

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**

#### **ARHA339 Modernism and the Total Work of Art**

The term 'total work of art' refers to the German concept of the Gesamtkunstwerk, which 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **GRST239, GELT239, RL&L339, COL349**

Prereq: **None**

#### **ARHA352 Energy and Modern Architecture, 1850--2015**

This seminar explores 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, as means of improving both 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 housing 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, net-zero energy buildings, 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**

#### **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**

#### **ARHA379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage**

This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel.

Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS379, MDST378**

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 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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS381, ARCP380, RELI375**

Prereq: **None**

#### **ARHA382 Archaeology of Money: Numismatics and GIS**

In many parts of the world, lost coins numbering in the millions lie buried in the ground. Periodically, some of these coins come to light in the course of plowing, digging to repair a water main, or prospecting with metal detectors. These 'treasure-trove' finds-also known as coin hoards-provide the archaeologist of money with rich evidence of how money was actually used in pre-modern times. Which coins occur together in a hoard; the numbers in which they occur, and the spatial patterning of their findspots all speak volumes about pre-modern economies, circulation patterns, and beliefs about money and value. In this seminar, we explore the evidence of coins and coin hoards, studying them from numismatic perspectives (the images and legends on a given coin type, metals used, weights, fabric), metrological and denominational perspectives (what coins reveal about systems of weights and denominational structures), and statistical approaches (for example, studying patterns of weight loss as indicators of the velocity of circulation and degree of monetization in a given society). In the first half of the course, we focus primarily on a series of case studies and hands-on, in-class lab sessions based on actual numismatic materials, primarily drawn from ancient and medieval South Asia, and classical Greece and Rome. In the second half, students will learn how to use ArcGIS and will complete a collaborative group project in which they design and construct a geodatabase for the analysis of ancient or medieval Indian coin hoards. No prior knowledge of either numismatics or GIS is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARCP382**

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 Foundations**

This introduction to the digital studio engages software and electronic media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will develop their critical and creative toolkits and learn to conceive, refine, and present original work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital practice as well as conceptual and formal problem-solving.

Workshops in image manipulation, compositing, motion graphics, and visual communication will be led synchronously online by the instructor. This will be complemented with weekly online studio sessions, discussions, screenings, and reviews. Students will be provided access to all course materials using Google Drive and other digital platforms. Access to Adobe Creative Cloud software will be provided by Wesleyan, but individual licensing is also encouraged. Course assistants will offer peer mentoring and technical support in person through the DDS and online through Zoom.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **IDEA190**

Prereq: **None**

**ARST190Z Digital Art**

This introduction to the digital studio engages software and digital media as an expanded field of creative production in contemporary art and design. Through a sequence of workshops, exercises, and hands-on digital projects, students will build a technical and creative toolkit for developing, refining, and presenting original digital work. Open to all skill levels, this course prioritizes sustained and rigorous engagement with digital tools while emphasizing conceptual and thematic problems in digital art and culture.

Workshops in image manipulation, compositing, motion graphics, and visual design will be led online by the instructor. These will be complemented with live 'open studio' work sessions, slide lectures, screenings, and reviews. Students will be given asynchronous online access to all course materials, including Adobe Creative Cloud licenses. A course assistant will offer peer mentoring and technical support remotely several evenings a week.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **IDEA190Z**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **IDEA233**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

**ARST237 Printmaking I**

This course is an introduction to the practice and art of printmaking. Through technical instruction and personal exploration, students learn the rudiments of relief and intaglio printmaking media. 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: **OPT**

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**

#### **ARST244 Letterpress and Book Arts**

This course focuses on the editioned self-published artists' book and the role of printed matter within that form. Students are introduced to various methods available to artists for self-publishing. Skills covered range from the use of the printing press, moveable type, and hands-on bookbinding, to digital design and the contracting of press-ready work to professional printing outfits. Through the production of ephemera, broadsides, small editions, and bound volumes, students will learn the rudiments of letterpress and book arts. Class prompts and assignments will call on students to use these media to express, transmit, and archive their personal artistic vision.

Offering: **Host**

Grading: **A-F**

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: **OPT**

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: **OPT**

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: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS461**

Prereq: **None**

#### **ARST265 Action: Art, Politics, Counterpublics**

In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through a range of possibilities, drawing on methods from social practice, public intervention, performance, institutional critique, and experimental film and video. While the course is organized primarily around the production of student projects, time will be devoted to discussion of historic and contemporary examples, including the historic avant-gardes (Dada, Constructivism), feminist film and performance, Happenings/Fluxus, Indigenous performance art, and work connected to political organizing such as the Black Panther Party, United Farm Workers, the Young Lords, ACT-UP, Art Workers' Coalition, and Gulf Labor. Students will be trained in camera operation, sound recording, and video editing. Trips to contemporary exhibitions and presentations by visiting artists will provide a theoretical framework for student

projects. Work in this class can be created individually or in collaboration with social or political groups.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

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**

Identical With: **IDEA283**

Prereq: **ARST131**

#### **ARST285 Form And Code**

In this course, students will learn to use computers and software as platforms for creative expression. Following a series of intensive coding workshops, students will learn to execute projects involving chance operations, rule-based systems, simulated autonomy, and interactivity. These projects will emerge as animations, drawings, prints, and screen-based artworks. Students will work primarily with the creative coding applications Processing and Grasshopper. These are coding environments designed by artists to facilitate the use of data, mathematics, and computation in visual practice. In addition to learning to program, students will translate their code into physical artifacts using computer-driven hardware such as a CNC router, a laser cutter, and Arduinos. Additionally, students will be exposed to the history and practice of generative and computational art through lectures and student presentations. This conceptual work will emphasize the formal and critical paradigms of computational media and design beginning in the 1960s.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CIS285**

Prereq: **ARST131**

#### **ARST286 Introduction to Time-Based Media**

This course will serve as a comprehensive technical and formal introduction to time-based media (video and audio) in the expanded field. 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. This course description is subject to refinement and elaboration by the course instructor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

#### **ARST308 Composition in the Arts**

Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By 'site,' we mean a semantic field extending through corporeal, environmental, and social dimensions. By 'information,' we mean representations abstracted from sites, 'meaningless' when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC308, THEA308**

Prereq: **None**

#### **ARST323 Topics in Studio Art: Narrative, Sequence, and Seriality**

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 develop such a conversation among the various studio art disciplines 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, drawers, printmakers, architects, and so on) that tackles the topic through the act of art-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 expand their investigations to include studio disciplines other than their own.

Topic for 2020: Narrative, Sequence, and Seriality

This course is an exploration of narrative in a range of visual art practices. We'll examine how different mediums allow time and 'stories' to unfold, and how progression, series, and sequence operate to create meaning. One of the aims of this course is to challenge traditional notions and expectations of narrative. How does the role and function of the 'narrator' shift in a visual arts context? What minimally constitutes a narrative?

At the beginning of the course, students respond to open-ended prompts using drawing and mapping ideation exercises that lead to the creation of intensive projects in the medium of their choice. In addition to studio activities, readings, and screenings, we will look at and discuss the work of other artists working within a broad range of media and artistic traditions.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131 OR ARST235 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST285 OR ARST190 OR ARST233 OR ARST237 OR ARST239 OR ARST243 OR ARST261**

### **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**

### **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**

This upper-level printmaking course focuses on the application of various printmaking methods in response to conceptual prompts. There will be instructional units on lithography, the Vandercook letterpress, and digital technologies. In addition to learning these new techniques, students are expected to build on previous printmaking experience to hone their skills and sharpen their creative vision. Routine print assignments and a final substantial project will task students with the development and presentation of professional, finished work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST237 OR ARST261 OR ARST361**

### **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: **ENVS440**

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**

### **ARST350 Senior Seminar: Theory in Practice**

In this seminar we will explore the relationships between theories and practices through focused readings, presentations, and discussions. The readings will be centered in contemporary art criticism and will also draw from interdisciplinary fields, including literary theory, affect theory, art history, anthropology, and critical theory. Special attention will also be given to 'exhibition prosthetics': press releases, wall texts, and interviews. We will look at how artists contextualize their work through artist writings, artist talks, and the curation or criticism of others. How is an artwork altered by its presentational context? How do artists utilize methods and techniques external to their studio production to affect the reception and meaning of their work? The course is also an interdisciplinary workshop, an opportunity to share your work with your fellow students, and to participate in a structured response to one another's work across different types of media. Participation in the class will include leading discussions of readings, attending visiting department lectures, sharing work in class, and responding to/giving feedback to classmates' work. The course is designed as a complement to the Art Studio Senior Thesis process and is an elective for Art Studio majors.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **ARST332 OR ARST338 OR ARST346 OR ARST344 OR ARST340 OR ARST352 OR ARST336 OR ARST243 OR ARST285**

### **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**

### **ARST353 Photography III - Documentary Practices**

This is an intensive course that will provide students with a historical, theoretical, and ethical overview associated with documentary photographic practice. It is intended for advanced students that have taken Photography I (ARST 251) or Photography II (ARST 352). Assignments, readings, and discussions will be geared toward the development of a cohesive body of work with focus on research and development of a concept, editing and sequencing of photographs, and fine printing. This course will serve as preparation for thesis work undertaken during the senior year and is recommended for prospective or current majors.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST251 OR ARST352**

### **ARST361 Monotype Printmaking**

The monotype print is a free form of printmaking more akin to painting or drawing than to traditional printmaking. It is also a process in which the artist encounters fewer technical difficulties than in other traditional printmaking methods. Students in this course will create images using various mediums and methods. We are going to use different material like wood, plexiglass, paper, and textiles. Also, we may use laser cutting or digital printing, to combine with drawing or painting.

The goal of this course is not perfection of technique, but rather students experimenting with material and technique, to produce their own visual images.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131 OR ARST190 OR ARST233 OR ARST235 OR ARST237 OR ARST242 OR ARST243 OR ARST244 OR ARST245 OR ARST251 OR ARST253 OR ARST260 OR ARST261**

### **ARST362 Sumi-e Painting II**

Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **CEAS362**

Prereq: **ARST260**

### **ARST380 Interdisciplinary Studio: Politics of Land and Place**

Notions of 'place' are particularly fraught in North America, where legacies of development and dispossession have etched enduring power relationships onto the land. Contemporary spatial experience is marked by what Mindy Fullilove has called root shock: the reverberating effects of losing one's place

and the collective struggle to reclaim it. In this interdisciplinary studio course, we develop artistic responses to the ways in which power shapes the natural and built environment. We look at a range of sites--the home, the city, the border, the wilderness, the commons--as spaces of memory and belonging, sociality and resistance. We explore the ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, situationist dérives, plein air painting, collective rituals, and political protests. Over the course of the term, students will identify a site in the Lower Connecticut River Valley and develop their own aesthetic language in response to it. These works may take the shape of installations, performances, digital media, or texts, and will draw on our discussions of land art, institutional critique, social practice, and experimental film. While the course is geared primarily toward the development of student projects, our work will be informed by a series of site visits, readings, screenings, and discussions of contemporary land struggles, anticolonial movements, and feminist and indigenous geographies.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **None**

### **ARST385 Introduction to Social Practice**

This studio seminar will serve as an introduction to contemporary issues in socially engaged art practice, with the goal to familiarize students with the history, theory, and practice of socially and politically engaged art. This course is intended for students with significant prior experience in studio art or related coursework in other disciplines. Interviews for the course will be held during the first class meeting.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Prereq: **ARST131 OR ARST190 OR ARST237 OR ARST239 OR ARST242 OR ARST243 OR ARST245 OR ARST253 OR ARST260 OR ARST261 OR ARST285 OR ARST352 OR ARST353 OR ARST361**

### **ARST386 Intermediate Time-Based Media**

This intensive studio course will provide students with the comprehensive formal and conceptual training to create ambitious time-based media works, including experimental films, multi-channel video installations, public projections, and sound installations. Through a series of projects, students will develop a foundational understanding of camera operation, sound recording, video and sound editing, projection mapping, and installation strategies. Through screenings of historical and contemporary works, trips to museums, and presentations by visiting filmmakers and artists, students will refine their critical vocabulary and gain a broad understanding of key issues in the field. We will explore the relationship between image and sound, moving images and physical objects, and the projected image and architectural space, along with a range of conceptual and theoretical considerations. The primary aim of this course is the formulation and acceleration of each student's unique artistic language. There are no prerequisites, but the course is most suitable for students who either have a background in video (i.e., ARST 280 or related course) or who have taken another studio course in the department. Students meeting either of these criteria will receive priority in enrollment.

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**

**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**

**ASTR109 Worlds Beyond: The Search for Life in the Universe**

We are living through a unique time with the recent discovery of other worlds, planets orbiting nearby stars, and the capability to obtain detailed observations of those planets in the coming decades. This makes tangible the age-old question of whether we are alone in the universe, as the only known life-bearing planet. This introductory course for non-science majors will explore the fundamental concepts that are needed to place life into a cosmic context. We will discuss planetary systems near and far, stars as the integral hosts of planets, and prospects for finding and identifying life elsewhere in 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**

**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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Prereq: **None**

**ASTR112 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: **1.50**

Gen Ed Area: **NSM-ASTR**

Prereq: **ASTR108 OR ASTR111 OR ASTR105 OR ASTR107 OR E&ES151 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 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 online 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: **OPT**

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**

Identical With: **ASTR540**

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**

**ASTR420 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**

**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**

**ASTR512 Group Tutorial, Graduate**

Topic to be arranged in consultation with the tutor.

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 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 online 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: **OPT**

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)**

**ASTR540 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ASTR**

Identical With: **ASTR240**

Prereq: **ASTR155**

**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**

## BIOL140F Classic Studies in Animal Behavior (FYS)

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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

## BIOL145F Primate Behavior: The Real Monkey Business (FYS)

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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

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**

## BIOL155 Tiny Organisms with a Big Effect: The Microbiome

With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including

humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B155**

Prereq: **None**

#### **BIOL160 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 CO<sub>2</sub> 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, CIS160**

Prereq: **None**

#### **BIOL161 Science Materials For a Malagasy Classroom**

Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **ENVS261, IDEA261**

Prereq: **None**

#### **BIOL173 Global Change and Infectious Disease**

This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally-contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers.

Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 12 discussion sections (probably about 15 students each). These discussions will focus mostly on how policy changes might best mitigate the environmental disturbances that are bringing us infections.

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. The course will use software to ensure academic integrity. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B181**



Prereq: **None**

#### **BIOL181Z 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-BIOL**

Identical With: **MB&B181Z**

Prereq: **None**

#### **BIOL182 Principles of Biology II**

This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. 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]**

#### **BIOL182Z Principles of Biology II**

This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. 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: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **MB&B182Z**

Prereq: **BIOL181Z**

#### **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 experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.

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]**

#### **BIOL193 Principles of Biology I Laboratory (Online)**

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B193, NS&B193**

Prereq: **None**

#### **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 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 how cells function within the context of the multicellular organism or tissue--an environment that cells regulate as well as respond to. We also focus on the process of scientific discovery in the field of cell biology--how do we know what we know? Hence whilst the textbook will provide background reading, we will also discuss original research in class. We will cover cell and organelle structure and function, trafficking, cell adhesion and motility, proliferation, signal transduction, and cell differentiation, and consider how these processes are integrated to generate coherent cell behaviors, or 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 MacroEvolution, Pattern and Process**

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**

Identical With: **BIOL515**

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.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.

Offering: **Host**

Grading: **OPT**

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.

It's an extraordinary time to learn Developmental Biology! Topics can include aging, the environmental effects on development, genetic approaches, cancer, reproduction, growth, and much more, all tied to Development. We will take advantage of Zoom to bring in prominent outside scientists to give their perspective on research topics that they work on. Some of the lectures will be pre-recorded for you to watch at your convenience, scheduled class time will be reduced and focused on discussion and student presentations.

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]**

#### **BIOL223 The Molecular Basis of Cancer**

Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **MB&B223**

Prereq: **MB&B181**

#### **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, ENVS233**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 or BIOL197 or ENVS197]**

**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 lectures and occasional laboratory sessions for dissection.

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])**

**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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B239, PSYC239**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

**BIOL241 Cell-Cell Interactions in Development**

This course is about the exploration of the cellular interactions during development. Students will examine interactions between cells in the specification of the overall body plan, tissues and organs; the role of adhesions and migration; and the intracellular and extracellular cues that regulate these processes.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **(BIOL182 AND BIOL212) OR BIOL218**

**BIOL242 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: **BIOL542, E&ES270, E&ES570, ENVS242**

Prereq: **None**

#### **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]**

#### **BIOL244 Neuropharmacology**

This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B244, BIOL544**

Prereq: **BIOL182 AND NS&B213**

#### **BIOL245 Cellular Neurophysiology**

This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B245, BIOL599**

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)]**

#### **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, inter- and intra-cellular transport, plasticity, and regeneration.

Offering: **Crosslisting**

Grading: **OPT**

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]**

#### **BIOL257 Neurogenetics**

Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **NS&B257**

Prereq: **BIOL181 AND BIOL182**

#### **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**

Identical With: **BIOL590**

Prereq: **[BIOL182 or MB&B182]**

#### **BIOL295 Physiology and Cell Biology of Cancer**

This course focuses on the cellular and physiological aspects of cancer, examining the major hallmarks of cancer. Recent advances in cancer treatment are also covered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **(MB&B181 or BIOL181) AND (MB&B182 or BIOL182) AND (BIOL212 or BIOL218)**

#### **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]**

#### **BIOL306 Ecology and Natural History of Freshwater Fishes of South America**

South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are



studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **None**

Identical With: **ENVS306, E&ES306**

Prereq: **None**

#### **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. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and the course will increase students skill in scientific writing and scholarship. Due to the ongoing pandemic, in the Fall of 2020 the course will be all online with both synchronous and asynchronous instruction, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **CIS310, MB&B311**

Prereq: **[MB&B181 or BIOL181]**

#### **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 BIOL590] 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]**

#### **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: **1.00**

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]**

#### **BIOL332 Genomics Era Cell and Development**

Each decade, technological advances shape the kinds of research questions that can be asked and solved. This past decade, sequencing technologies have delivered rich data sets analyzing genomes and transcriptomes. In this functional genomics course, we'll discuss several cases where the starting point for research was a genetic change (or several genetic changes) found in a tissue, disease, or population. We'll look at the cell and molecular research that was then done and what was learned. For case studies that relate to disease we will also consider how research discoveries shaped treatment options.



This course will greatly expand students' foundational knowledge of cell and developmental biology. Students will also develop their data interpretation and communication skills. Since we all harbor genetic changes that modify our susceptibility to a disease or condition, we will also think critically about moral and ethical issues that arise from the case studies we discuss in class.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **BIOL208 OR BIOL210 OR BIOL212 OR BIOL218**

### **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]**

### **BIOL338 Biology and MB&B Symposium I**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B338**

Prereq: **None**

### **BIOL339 Biology and MB&B Symposium II**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL539, MB&B339, MB&B539**

Prereq: **None**

### **BIOL340 EvoDevo: Origins of Variation in the Phenotype**

This advanced seminar explores the relationship between embryonic development and morphological evolution. Subjects covered will include broad, fundamental issues such as the relationship between genotype and phenotype, 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. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL540**

Prereq: **BIOL218 OR BIOL214**

### **BIOL342 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM342, CIS342, MB&B342**

Prereq: **CHEM252 OR MBB208**

#### **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, ENVS340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENVS197] OR E&ES199**

#### **BIOL347 Mammalian Cortical Circuits**

The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Almost all of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **NS&B347**

Prereq: **BIOL252 OR NS&B252 OR BIOL245 OR NS&B245**

#### **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 including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, 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: **OPT**

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]**

#### **BIOL357 Sex and Gender: From Synapse to Society**

From movies like 'Think Like a Man' to songs like 'God Made Girls,' from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student assessment will include effortful and active participation, short written responses, one long response paper, and a poster presentation during our online symposium.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **NS&B357, FGSS357**

Prereq: **BIOL182 AND NS&B213**

#### **BIOL360 Calderwood Seminar in Public Writing: Neuroplasticity and the Brain**

This course will examine structural and functional neuroplasticity. Structural plasticity refers to the brain's ability to change its physical structure as a result of learning and experience. The ability to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by the microbes within us, physical exercise, stress, and neuropsychiatric disorders. We'll also learn about the promise of stem cell therapies for enhancing brain repair and plasticity after brain injuries. Several guest lecturers who are

prominent neuroscientists working in the field of adult neurogenesis will be invited to speak to the class about their research in the field of neuroplasticity. This course will follow a model developed in Calderwood seminars taught at Wellesley College and is writing-intensive. After the basic material is introduced, class sessions will be workshop-based. Students will prepare for class by reading scientific papers and reviews on the topic and will submit short writing assignments on the topic. In class, we will discuss the topic and analyze the experimental approaches and findings. Students will have extensive opportunities for feedback and writing revisions through discussions with the professor, a course writing tutor, and in-class writing workshops.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-NSB**

Identical With: **NS&B360**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

#### **BIOL365 Calderwoods Seminar in Public Writing: 21st-Century Biology**

Twenty years ago, the landscape of biology looked very different. As the century began, the 'rough draft' of the human genome was nearing release, a year ahead of schedule. Biologists envisioned an era of unparalleled progress leading in a straight line from DNA sequence data to the precise causes of human health and behavior, and to the development of genetically modified crops that would end global hunger. As to populations in natural habitats, any evolutionary impacts of climate change were thought to be far in the future. Instead, 21st-century biologists are scrambling to understand the human-caused evolutionary changes taking place in our lifetimes. Genetically modified crops have led to unforeseen threats to the survival of their wild relatives, while constructed ecosystems provide alternative farming approaches. Molecular insights have uncovered the unexpected roles of epigenetics and the microbiome in development and disease. Tools are available to not just decode genes but to edit them, at once raising new possibilities and urgent ethical questions.

How can we approach this changed biological prospect? The course invites students to engage with these broadly resonant issues by framing them for general audiences rather than in specialized scientific terms. Drawing on common content from recent journal articles, guest research lectures/Q&A sessions, and a field trip to a local kelp-shellfish farm, students will unpack these contemporary themes by explaining the basic science in their own voices while considering them in larger contexts and exploring connections to their own knowledge and experience. The course will build strengths in communication and collaboration through individual writing and revising (in a variety of formats), active peer editing, and in-class workshoping of each piece, in a collective student-led format.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Prereq: **None**

#### **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.

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**

**BIOL515 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL215**

Prereq: **[BIOL182 or MB&B182]**

**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 BIOL590] 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]**

**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]**

#### **BIOL539 Biology and MB&B Symposium II**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL339, MB&B339, MB&B539**

Prereq: **None**

#### **BIOL540 EvoDevo: Origins of Variation in the Phenotype**

This advanced seminar explores the relationship between embryonic development and morphological evolution. Subjects covered will include broad, fundamental issues such as the relationship between genotype and phenotype, 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. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL340**

Prereq: **BIOL218 OR BIOL214**

#### **BIOL542 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: **BIOL242, E&ES270, E&ES570, ENVS242**

Prereq: **None**

#### **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])**

#### **BIOL544 Neuropharmacology**

This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in



neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL244, NS&B244**

Prereq: **BIOL182 AND NS&B213**

#### **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**

#### **BIOL547 Environmental Biology Journal Club**

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **E&ES547**

Prereq: **BIOL182 OR E&ES197**

#### **BIOL548 Environmental Biology 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: **NSM-BIOL**

Identical With: **E&ES548**

Prereq: **BIOL182 OR E&ES197**

#### **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**

#### **BIOL571 Teaching: Techniques and Theory**

This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **MB&B571**

Prereq: **None**

#### **BIOL572 Teaching: Techniques and Theory**

The course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of anatomy and physiology, evolution, and ecology. In addition, best teaching practices will be discussed, and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

#### **BIOL590 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL290**

Prereq: **[BIOL182 or MB&B182]**

#### **BIOL599 Cellular Neurophysiology**

This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL245, NS&B245**

Prereq: **[NS&B213 or BIOL213 or PSYC240]**

## **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**

#### **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**

#### **CGST132 Writing Medicine and the Doctor-Writer**

In this course students 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL132**

Prereq: **None**

#### **CGST136 Writing for Fellowships**

National fellowships are prestigious, competitive awards that enable the recipient to pursue graduate study, a research project, or travel abroad. While fellowship winners experience great personal growth and gain credentials that aid future success, preparing the application itself helps students clarify their goals and learn how to present themselves to an unfamiliar audience, such as future employers. In this course students will learn about various fellowship opportunities, identify steps toward building a strong candidacy, and create a portfolio of compelling application materials. To inspire creative thinking, we will read short writings in various genres; authors may include Octavia Butler, Jose Antonio Vargas, Ruth Bader Ginsburg, N.K. Jemisin, Ursula Le Guin, and Ocean Vuong. We will then craft personal statements and other fellowship materials, taking them through a rigorous writing process with multiple revisions. By completing the course students will grow as writers and gain skills that can also be used in writing grants and seeking a job.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

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: **RL&L201**

Prereq: **None**

### **CGST202 Preparing to Study Abroad: Culture and Language**

This course is designed to facilitate students' preparations to study abroad during the following term. Through exploration of intercultural and language learning theories, intercultural communication strategies, and theories about culture, students will build a foundation for their learning and achieving their individual goals during the semester abroad. The course is open to those who are studying abroad in English as well as those who are studying a language. The course is graded at the end of the term, but ungraded check-ins during the study abroad experience are required for the credit to be awarded.

Offering: **Host**

Grading: **Amp Graded**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

### **CGST203 Returning from Study Abroad: Integrating Your Experience**

This course will facilitate returning students' integration of the study abroad experience into their academic and personal lives. Through guided activities, readings, and weekly writing assignments, students will reflect on the many facets of the study abroad experience and how they relate to identity, academic interests, and future plans, including fellowship applications and career opportunities abroad.

Offering: **Host**

Grading: **Amp Graded**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Prereq: **CGST202**

### **CGST205 Introduction to Global Engagement**

This team-taught seminar introduces students to the ideas and practices central to strengthening one's intercultural competence, in part through a critically informed approach to globalization. The course views 'cultures' as porous, fluid, internally contested, and often overlapping--and yet still as vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect. This course is a core requirement of the Global Engagement Minor (GEM); students will begin to work with the eportfolio that they will use over their time in GEM to track, reflect on, and synthesize the various experiences making up the minor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

### **CGST208 ¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte (CLAC.50)**

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 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 wellbeing. This Spanish-language section complements the ARHA 310 curriculum, by exploring the resonance between medieval experiences of identity, pluralism, appropriation, and exchange and our own uneasy attempts at building a multiethnic, multicultural society. This class will be conducted in Spanish. ARHA 208 is open to intermediate and advanced Spanish learners (SPAN 113 and above), bilingual students, and heritage speakers. Enrollment in ARHA 310 is optional but encouraged.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **ARHA208**

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**

### **CGST212 Language and Politics: Making and Unmaking of Nations**

This course explores the key topics at the intersection of language and politics, including language choice, linguistic correctness, (self-)censorship and hate speech, the performance of ethnic and national identity in language, gender politics and 'powerful' language, rhetoric and propaganda, and changing conceptions of written language, driven in part by technological advances. One of the examples of such topics is 'Tweet Politics' or 'Incivility on the Web' around the globe. This course consists of three modules. In the first two modules the above-mentioned topics will be discussed in general, while in the last module we will see how preferences in language policies and politics played a significant role in 'making and unmaking of nations' in different parts of the world, from South Asia to East Asia to North America.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

### **CGST213F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)**

This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT135F**

Prereq: **None**

### **CGST220 Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning (CLAC.50)**

In the past two decades, crowdfunding and renewed interest in games (board games, role-playing games, digital games, and instructional games) have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, including second-language acquisition. In an effort to explore how a game-informed pedagogy can work in Italian language and culture classrooms and to

highlight analog gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of Game-Based Learning (GBL) applied to second-language acquisition, as well as present a selection of classroom projects informed by its principles.

'Italian Gaming Lab' is designed as a project-based Italian language laboratory that will focus on why and how analog games can be effective tools for language learning; examples will include board games and role-playing games. Participants will discuss the application of gaming principles to second-language/L2 acquisition and either adapt existing games for language learning or create brand new educational games. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning.

The course will be conducted in Italian, and games will be created in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about 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-RLAN**

Identical With: **ITAL220**

Prereq: **ITAL102**

#### **CGST221 Food in Japanese Media (CLAC.25)**

This 0.25 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to anyone with Japanese-language ability, from beginners to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS211**

Prereq: **None**

#### **CGST227 Writing Short Fiction in Spanish**

This course will introduce students to the fundamentals of writing short fiction in Spanish. It will enhance their command of Spanish and their skills as effective writers through the examination and discussion of many aspects of the craft of fiction writing, which will inform students' own writing and development of their personal style. We will examine essential features of fiction (methods of constructing narrative tension, climax, ambiguity, character, dialogues, and structure), as well as various fictional styles through our discussion of the writing of our peers and a study of the texts of a number of contemporary Latin American and Latinx writers working in a genre that has been crucial to the region's intellectual production.

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: **RL&L230**

Prereq: **None**

#### **CGST231 Love and Suffering in Ancient Rome (CLAC.50)**

In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped Roman ideology on 'love.' We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate 'western' beliefs on love and marriage, that is, 'all you need is love,' over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **LAT230**

Prereq: **LAT102**

#### **CGST245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)**

This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course 'Not Just Neorealism: Italian Cinema, its History, and Politics' (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program

in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL245**

Prereq: **ITAL221**

### **CGST250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)**

The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled 'Death and Afterlife in Egypt and Greece' that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as 'readers' of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **GRK250**

Prereq: **GRK102**

### **CGST251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)**

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, PHIL251**

Prereq: **None**

### **CGST255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)**

This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Identical With: **KREA255**

Prereq: **None**

### **CGST260 Reading Mencius in Chinese (CLAC.50)**

This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **PHIL260**

Prereq: **None**

### **CGST262 Korean Music from Shamanism to Television (CLAC.50)**

This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly

moving in many directions with contemporary life and influence from Western culture.

Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are



developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking 'Hermit Kingdom,' Korea has now entered into instant global communications with the production of more individual music in various styles.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC262, KREA262**

Prereq: **None**

#### **CGST265 History of Spanish Cinema for Spanish Speakers (CLAC.50)**

Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: <https://span301.site.wesleyan.edu/>. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN265**

Prereq: **None**

#### **CGST273 Tatort - Window into Germany (CLAC.50)**

Few television shows have become anchored in German cultural discourse as firmly as 'Tatort,' a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-GRST**

Identical With: **GRST273**

Prereq: **GRST212**

#### **CGST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)**

This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi 'New Order.' We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar

division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **HIST281, GRST350**

Prereq: **GRST213**

#### **CGST290 Nietzsche als Versucher (CLAC.50)**

The term 'Versucher' combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes 'Versucher' as 'the not-undangerous name [he] dares to bestow' on the 'philosophers of the future'--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 'Nietzsche - Science, Psychology, Genealogy,' though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **GRST330, COL287, PHIL253**

Prereq: **None**

#### **CGST291 'Sexuality' in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)**

The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: 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 etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of *ta Aphrodisia* (the things/matters related to Aphrodite) in a culture that has no one term/concept for our notion of 'sexuality'--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **GRK291**

Prereq: **GRK102**

#### **CGST302 Narrating China: Chinese Lab (CLAC.50)**

This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about 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: **CHIN302**

Prereq: **None**

#### **CGST303 Ukraine and Its Environment**

International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective requires more than learning from printed literature--it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter

into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS303**

Prereq: **ENVS197 OR E&ES199**

#### **CGST305 Global Engagement Capstone Seminar**

This is the required capstone seminar for the new global engagement minor. As part of this seminar, GEM students are expected to complete an e-portfolio that will synthesize their experiences from all requirements. The e-portfolio requires students to reflect on their intercultural development, knowledge, and skills gained throughout the GEM program and to interpret intercultural experience from the perspectives of their own and others' worldviews. GEM seniors will present their e-portfolio to other participants and to the advisors of the program.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **CGST205**

#### **CGST320 La cultura y la historia de la España islámica (CLAC.50)**

This course will be taught in Spanish, and spans a timeline between 711 and 1492, i.e., from the date of the conquest/invasion of Iberia by Muslim troops to the fall of Granada and the expulsion of Muslims and Jews from Spain. Before starting discussion of the course material, students will be introduced to Arabic sound and script, as well as some common vocabulary and lexical concepts shared between Spanish and Arabic. This makes sense because Muslim culture and the Arabic language were present in Iberia for the better part of 800 years.

We will discuss not only the main events that took place during the Muslim occupation of parts of Iberia but also the cultural legacy Muslims and Jews left behind in the peninsula after they were expelled in 1492, especially in the realms of art, science, language, architecture, and *le savoir-vivre*. We will look at the different theories put forth by scholars about the conquest/invasion of the peninsula, in regard to the ease and speed with which the peninsula was overrun by Muslims. We will examine the hereafter and the consequences of the expulsion of Muslims and Jews on the Iberian peninsula as well as the neighboring territories. Finally, we will make a jump to the 21st century and try to connect some dots by looking at the current situation in and around the Strait of Gibraltar, particularly the influx of illegal immigrants from North Africa and sub-Saharan countries, and the ensuing issues.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Prereq: **None**

#### **CGST330 Reading Tolstoy in Russian (CLAC .50)**

In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS330, REES330**

Prereq: **None**

#### **CGST352 The Communist Experience in the Soviet Union (CLAC.50)**

Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST352, REES352**

Prereq: **None**

#### **CGST380 Arabic in Translation: Arabic-English & vice versa (CLAC.50)**

This course is aimed at introducing students of Arabic, who are already advanced in the Arabic language and have a decent command of it, to the art of translation--namely, translation between Arabic and English. After an overview of translation concepts and techniques, we will study and tackle samples from news media, literature, publicity announcements, novels, and a wide range of actual translation assignments. The course will be conducted in Arabic, except for the parts where English has to be used as part of the translation processes.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **ARAB380**

Prereq: **None**

#### **CGST412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **CGST413 From Black and White to Colors: Israeli Cinema (CLAC1.00)**

This Hebrew course will be linked to the film course, taught in English, entitled CJST 249: From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented. This course is targeted towards heritage Hebrew speakers and students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. In addition, students will be required to attend all the screenings in the Ring Family Wesleyan University Israeli Film Festival and to meet with native guest speakers during Lunch & Learn meetings. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. This course may be repeated for credit.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **CJST413, HEBR413**

Prereq: **None**

#### **CGST480 Engaged Projects**

Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form

of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit <https://www.wesleyan.edu/patricelli/engaged-projects.html>.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **CSPL480**

Prereq: **None**

#### **CGST492 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 JEWISH STUDIES (CJST)**

#### **CJST153F Ethnicity, Race, and Religion in the Middle Ages (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL153F**

Prereq: **None**

#### **CJST203 Jews & Judaism: Race, Religion, Culture**

What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical

interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI203**

Prereq: **None**

#### **CJST214 Refugees & Exiles: Religion in the Diaspora**

Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. That this crisis also has religious overtones is evident by the so-called travel ban in the United States or the rhetoric used by right wing leaders across Europe. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. A variety of case studies—including the contemporary refugee crises in the Middle East, the black transatlantic, and the destruction of the temple in the Hebrew Bible—will raise for us various questions: What does it mean to be violently forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? This course is a Service Learning course in cooperation with WESU 88.1 FM Middletown. Each student's final project will be a radio show based on an analysis of a selected refugee crisis. To learn more and listen to last year's shows visit <https://reli213.site.wesleyan.edu>.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI213**

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**

#### **CJST222 Identity and Jewish Literature: Sexuality, Race, and Gender**

What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **RELI222**

Prereq: **None**

#### **CJST233F Holocaust Remembrance in Germany: The Third Generation (FYS)**

Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. We will focus especially on the creative works of 'the third generation.' These contemporary writers explore a historical trauma that has become an integral part of their identity. At the same time, their temporal and personal distance to the actual events necessitates new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts as well as films will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST233F**

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**

#### **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)**

This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for us today? By beginning at the beginning and proceeding systematically through the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts' function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI201, MDST203, COL237, WLIT281**

Prereq: **None**

#### **CJST248 Designing Reality in Israeli Documentary Film**

In the last decade, Israeli documentary films have crossed borders not just geographically but also by their form and style. They are bold, courageous and provocative. They have been participating in prestigious international film festivals, receiving important awards and mostly bringing the Israeli audience back to the cinema, having a crowd power like fiction films. So what makes Israeli documentary films a 'hot property'? In this class we will look for the answers by watching and discussing 14 Israeli documentary films (among them 'Paper Doll,' 'In Satmar Custody,' 'Presenting Princess Shaw,' 'No.17'). The course will raise questions about reality and the construction of reality in Israeli documentary films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CJST**

Prereq: **None**

#### **CJST249 From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented**

The course will focus on Israeli cinema as a reflection of a society that was founded as a melting pot for all Jews and became sectorial. Israeli cinema originated as a tool for establishing a unified national identity evolved over the years into a means of expression for ethnically defined subcultures within society. During the course, the students will explore past and contemporary films and will follow the shift they represent in the current Israeli experience turning away from the original Zionist core into several isolated groups distinguished by ethnicity, traditions, and language. We will examine Moroccan, Persian, Georgian, Russian, Yiddish, Ethiopian, Arab, etc. films produced in Israel by local filmmakers digging deep into the experience of immigration, seclusion, rediscovering their roots, and even expressing yearnings to the countries of origin.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Prereq: **None**

#### **CJST272 Ethics After the Holocaust**

The philosopher Theodor Adorno declared, 'To write poetry after Auschwitz is barbaric.' The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI272, GRST266**

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**

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**

#### **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**

#### **CJST413 From Black and White to Colors: Israeli Cinema (CLAC1.00)**

This Hebrew course will be linked to the film course, taught in English, entitled CJST 249: From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented. This course is targeted towards heritage Hebrew speakers and students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. In addition, students will be required to attend all the screenings in the Ring Family Wesleyan University Israeli Film Festival and to meet with native guest speakers during Lunch & Learn meetings. The focus of the course will be to map

the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. This course may be repeated for credit.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**

Identical With: **CGST413, HEBR413**

Prereq: **None**

## **CENTER FOR THE HUMANITIES (CHUM)**

#### **CHUM202F Deconstructing Democracy (FYS)**

What role does democracy play in the narratives that political philosophers tell themselves about the moment human beings pass from the state of nature into civil society? Why is it that almost all political philosophies have almost nothing good to say about democracy? And how did it happen that democracy has come to be one of the most debated concepts straddling the borderline of the literary and the political, the real and the ideal? Seeking to answer these and other questions, this course will follow the concept of democracy through some canonical and non-canonical texts in or relating to political philosophy. We shall attempt to understand why democracy gives rise to the complications and paradoxes that are definitive of the conceptual space of political society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

#### **CHUM204F Performance and Authenticity between Race and Gender (FYS)**

This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. To deride a person or phenomenon as 'all a performance' is to make an accusation of artificiality or inauthenticity. How do colloquial uses of language reflect long-standing cultural suppositions, and how do connotations of performance as fakery or fabrication intersect with the actual work of performers themselves? In this interdisciplinary seminar, we will explore questions of performance, affective labor, subjectivity and self-making (and re-making), both onstage and off. We study performances found equally in everyday life, popular entertainment, and avant-garde art, and center the contributions of Black, feminist, and queer studies.

Topics include illusion, ventriloquism, and sleight of hand, as well as mimetic acting and the manufacture of 'emotion,' dance technique and the concealment of effort, and musical improvisation and the politics of invention. We consider the potent complexities of drag, camp, and minstrelsy--and historicize their surrounding discourses of fraudulence and authenticity. Looking at a range of (predominantly U.S.-based) practices from the mid-nineteenth century to the late twentieth, this course is not a comprehensive survey, but rather, examines key episodes in the history of modern 'performers.'

Together, we will grapple with the ways that artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; the historically complex entwinement between ideas of race and authenticity; and how hiding, fabulation, exaggeration, and duplicity have been mobilized as strategies of freedom and resistance--from the spectacular escape act of Henry 'Box' Brown to the sensational camp and hyperbolic glamour of the East Los Angeles art collective Asco.

Offering: **Host**



Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

#### **CHUM206F Art and the Global Contemporary (FYS)**

This course introduces students to a range of artistic practices from the mid-20th-century to the present. We will consider the work of artists from Argentina, Brazil, Chile, Japan, Yugoslavia, Serbia, Germany, Poland, Ghana, Senegal, Mali, Nigeria, China, Iran, Iraq, Egypt, Lebanon, Morocco, Haiti, Cuba, Mexico, Vietnam, Thailand, South Korea, India, the Indigenous U.S. and the African Diaspora, among others.

We will not take our central terms for granted. Rather, we will ask: When, precisely, is the contemporary? How do different nations and cultures have varying notions of the present and the past? How do questions of tradition and futurity resonate in artworks, particularly in non- Western and postcolonial contexts?

Together, we will consider the status of the global and the role of the local. In the context of late modernity, can the 'global,' only ever name the circuits of capitalist exchange? We will consider how artists are both deeply attentive to local contexts, as well as engaged in a practice of diaspora; and how artists engage the politics of land, borders, the nation-state, and the violence that upholds them. That is, we will orient ourselves via a notion of cultural identity that, in Stuart Hall's terms, is 'not an essence but a positioning.'

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

#### **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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, PHIL112, HIST140**

Prereq: **None**

#### **CHUM229 Between Worlds: Change and Continuity in Early Latin America**

The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the

encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **HIST356, LAST229**

Prereq: **None**

#### **CHUM248 Shakespearean Revolutions**

Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the 'revolutionary' dimension of four Shakespeare plays both in their own time and place, and in later theatrical and filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of 'The Taming of the Shrew'; Second World War- and Vietnam War-era renderings of 'Henry V'; civil rights and anti-apartheid era restagings of 'Othello'; and attempts to decolonize 'The Tempest.'

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL248**

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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **HIST310**

Prereq: **None**

#### **CHUM288 Literary Perversions: Revolution, Democracy, Identity**

The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral degeneration via the replacement of the 'Old World' symbolic order with a 'New World' order under the aegis of 'representative democracy' loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of 'non-normative' identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about 'non-normative' topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these 'perverse' topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AMST277, ENGL284**

Prereq: **None**

#### **CHUM289 Staging Race in Early Modern England**

This course analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American 'Indians.' After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL280, FGSS320, THEA290**

Prereq: **None**

#### **CHUM298 (Un)Sound Projections: When Spaces Resist Recording**

The class would involve a series of discussions around field recordings and site-specific compositions. This would involve a survey of landmark and recent recordings in this vein (e.g., Pauline Oliveros, Stuart Dempster, and Paniotis [Deep Listening Band] at the Dan Harpole Cistern; Chris Watson's 'Outside the Circle of Fire'; Sylvie MacCormac's 'Voices and Wheels'; Peter Cusack's 'Sounds from Dangerous Places'; and works by Jacob Kirkegaard, among other sound artists and composers).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

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 Black Speculative Fictions and the Anthropocene**

The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the 'future,' black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term 'Anthropocene' first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which 'humans' had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a 'species'? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AFAM312, E&ES125, FGSS301**

Prereq: **None**

#### **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**

#### **CHUM306 Techniques of the Liar: Performance, Artifice, Fraud**

This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of 'emotion'; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how 'authenticity' is both gendered and racialized; and how hiding, fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS305, THEA306**

Prereq: **None**

#### **CHUM308 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature**

From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, US discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the bodily fragments, molecular processes, and fragments that subvert the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like?

To explore these non-human centered logics and forms, we will read theoretical texts by Anne Cheng, Rey Chow, Donna Haraway, Aihwa Ong, Rachel Lee, Nikolas Rose, Anna Tsing, and others, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Chang-rae Lee, Ruth Ozeki, and others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL306, AMST318**

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**

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**

#### **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**

#### **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**

#### **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.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, SISP324, RL&L325**

Prereq: **None**

#### **CHUM325 The Work of Art Against Work: Art, Labor, Politics**

Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the 'work' of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including 'craft,' affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS335, AMST325**

Prereq: **None**

#### **CHUM328 Disgusting? Revolting!**

Who or what do we find utterly repugnant? Are we the nasty, vile ones? Is it possible that we are unconsciously attracted to that which disgusts us? What might it take to turn disgust into desire, and vice versa? In what ways might disgust indicate not only disruption or transgression, but some kind of threat and alternative to the status quo? What might be lost or gained when the disgusting clean up their acts, or are shown to have been respectable all along? In this course we will explore the politics of filth, particularly in terms of the desires, attitudes, identities, and behaviors that elicit disgust. We will consider how disgust infuses political ideology--i.e., how people understand and approach the social groups that disgust them (for example, racialized immigrants, queers, fat people, and drug addicts), but also the wealthy, the privileged, the 'basket of deplorables.' We will also explore the psychoanalytic relation of disgust to desire.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **SOC321**

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**

#### **CHUM331 Sophist, Statesman, Philosopher: Plato's Later Metaphysics and Politics**

How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides's puzzle and explore Plato's solution to them in two of his later-period works: the *Sophist* and the *Statesman*. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **PHIL306, COL335**

Prereq: **None**

#### **CHUM333 About Clothes: Poetics and Politics**

This course is a chance to think together about living in, and in relation with, clothes. We will examine some of the histories, meanings, and monies that circulate around sartorial style, focusing on several interconnected sites around the world, from the 18th century to the present, and drawing on literature, performance, visual arts, historical and scientific scholarship, journalism, and activism. As we investigate forms of work, representation, and resistance that have produced some of the clothes of this time and of the past, we will study the transatlantic and global circuits (among Europe, Africa, Asia, and the U.S.) that have informed various fashion systems. We will consider how particular textiles and textures, cuts of cloth, and racialized and gendered ideas of style emerged in conjunction with enslaved and other forms of labor. We will look at some of the reasons why the work, products, and pleasures of this multibillion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking about the connections between style and sexuality, we will also look at examples of ritual, political, and medical uses of clothing. Throughout, students will conduct their own experiments at the intersections of language, sounds, identities, and the materiality of clothes. This seminar will welcome guest speakers who are experts on aspects of African, European, British, African American, and Middle Eastern clothing and fashion.

It will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester's theme of ephemerality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL332, FGSS333**

Prereq: **None**

#### **CHUM334 Native Matters: Materiality in Indigenous Literatures Across the Pacific**

This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality.

The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CEAS334, WLIT325**

Prereq: **None**

#### **CHUM336 Black Texts, Lost and Found**

This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the 'silencing of the past'; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the 'counter-archiving' work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the 'black archive' and 'black ephemera' mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's 'Blake,' incomplete runs of historic black newspapers, debates about the illusions and desires of 'recovery,' and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--'I, Tituba,' 'M Archive,' 'Blake,' '(Dis)forming the American Canon: African-Arab Slave Narratives and the Vernacular'--to films--'The Watermelon Woman,' 'Looking for Langston,' 'The Last Angel of History'--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL357**

Prereq: **None**

**CHUM337 Insubstantial Pageants: Late Shakespeare**

This seminar examines the Center for the Humanities' Spring 2020 theme of 'Ephemera' through the lens of four late plays by Shakespeare ('Hamlet,' 'King Lear,' 'The Winter's Tale,' 'The Tempest') and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENGL321**

Prereq: **None**

**CHUM339 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelean world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end--pluralities of pluralities without any underlying unities. More astonishing still, this new metaphysical picture of infinitary flux was soon given a precise mathematical description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception--Aristotle's signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **COL351, GRST249, PHIL302, SISP339**

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**

**CHUM343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture**

This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements;

xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of 'universality' and 'particularity,' where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimaging.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM, SBS-CHUM**

Identical With: **FGSS343, SISP343**

Prereq: **None**

**CHUM344 Contemporary Theater: Theories and Aesthetics**

This class will serve as an introduction to Theater & Performance Studies, interdisciplinary fields that brush against anthropology, linguistics, critical race studies, psychoanalysis, queer theory, and art history. We will approach 'performance' as a practice and a lens. Students will explore close reading strategies for both textual and live performance events and examine live art, theater, everyday performances, and presentations of the self. This course will pay particular attention to the social and cultural importance of performance and performativity, especially as they come to bear upon queer, black, Latinx, and indigenous lives and dreams.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA302**

Prereq: **THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185**

**CHUM345 Historicizing Early Modern Sexualities**

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). 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, FGSS350**

Prereq: **ENGL201**

**CHUM347 Sound Systems: The How of Hearing**

Since the late 19th century artists, corporations and composers have all proposed, developed, presented, and occasionally commercialized physical systems that reconfigure how sound can be experienced. The early impact of the entertainment industry ranged from the introduction of stereo to movie theaters in Walt Disney's Fantasia to the development of close miking for the crooning of Bing Crosby to McCune sound service's introduction of stage monitors for the benefit of Judy Garland. Artists and composers used related methods to propose entirely new understandings of how music can be. Futurist Luigi Russolo's Intonarumori of 1913 proposed an Art of Noise, while Pauline Oliveros' concept of deep listening developed listening as a foundational form of music making. R. Murray Schafer's concepts of soundscape and acoustic ecology project a music of environmental relations mediated through sound, while Maryanne Amacher's



sound characters create individual sounds understood as capable development and change beyond the expanse of any one performance or composition.

This class will be a performing ensemble focused on 'sound systems' as musical instruments and musical practices performing live and fixed media sound pieces through sound systems we will configure for different sites on campus. Together with developing the technical skills required to mount these pieces, we will also investigate and discuss the varied musical, social, acoustical, and psycho-acoustical understandings of music and sound that influenced their shaping.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC461**

Prereq: **MUSC109**

### **CHUM349 Body Histories in Africa**

African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners 'other.' All too often the body as an instrument for creative expression, ritual healing, or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision (for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of 'sitting on a man' by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **HIST341**

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**

### **CHUM351 Melodrama Since 1700**

Although today melodrama calls up ideas related to film, the term has musical origins: it originally indicated a work in which melos (music) and spoken drama were united in one multimedia format. Eighteenth-century melodrama admitted of many manifestations, encompassing everything from comic operas (like Mozart's *Magic Flute*, which alternated singing with spoken dialogue) to experimental symphonic works (in which a narrator's declaimed monologue was emotionally painted by the accompanying orchestra). Melodrama in this musical sense persisted through to the twentieth century, and included notable works such as Schoenberg's *Pierrot Lunaire*. But slowly melodrama as a term began to take on connotations relating to one of comic opera's central conceits: hyperbole and exaggeration. Melodrama became synonymous with comic excesses of emotional portrayal. Eventually, during the twentieth century, this meaning fastened onto a constellation of generic implications within the domain of film (think, for example, of Joan Crawford in *Mildred Pierce*). In its afterlife during the twenty-first century, melodrama has sometimes been used pejoratively: it can be employed as an epithet to disqualify the performance of emotion as inappropriately intense, or to designate emotion connected to an ostensibly inappropriate subject. But even in this new sense, melodrama retains an element of its early history insofar as it can be appropriated within subcultures in order to comically mock the traditions of mass culture. This course examines the long history of melodramatic art forms from the eighteenth century through to the present day. Together we will perform close readings of the objects within this rich tradition, supplemented by readings in queer theory, critical theory, and performance studies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **THEA351**

Prereq: **MUSC201 OR MUSC202**

### **CHUM352 Following Fornés: Creativity, Intimacy, and Imagination**

This course undertakes an investigation and application of the creative process of visionary iconoclast Maria Irene Fornés: a queer, Latinx playwright whose wildly idiosyncratic plays defied both convention and categorization. Fornés' legendary workshops shaped a generation of playwrights, including Nilo Cruz, Caridad Svich, and Sarah Ruhl.

Students will engage with Fornés' own creative process via her ephemera: in this case, the spoken fragments, outtakes, and audio marginalia left behind from the filming of her documentary collaboration with director Michelle Memran, *'The Rest I Make Up.'* As I work to compile and cohere this material into a book, the class will be applying it, directly, to the conception and creation of their own performance works.

Students who are interested in writing/directing/devising live works of performance are best suited to this class. No former experience necessary, but a willingness to create and share live work and writing on a weekly basis is required. Our work will be contextualized by assigned research and writing into Fornés as a key figure of the American theater, and will culminate in the presentation of our creative projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **THEA352**

Prereq: **None**

### **CHUM353 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s**

This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's 'Civilisation' and 'Monty Python's Flying Circus' (both 1969) to Jacob Bronowski's 'The Ascent of Man' (1973) and Alistair Cooke's 'America' (1972), John Kenneth Galbraith's 'The Age of Uncertainty' (1977), and David Attenborough's 'Life on Earth' (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the 'Visual and Material Culture' module in history and major requirements for the Science in Society Program.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **HIST345, SISP352**

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**

### **CHUM355 Social Movements Lab**

What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge?

This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activisms in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change.

The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **ANTH355, FGSS355, AMST357**

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**

Prereq: **None**

### **CHUM358 Fugitive Perspectives on Education and Civil Society**

In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: 'Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies.' Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages.

Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LBGTQ, and poor folks who

resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools 'are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown,' then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society?

The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AMST358, EDST358**

Prereq: **None**

#### **CHUM359 Making the Psychological: Discovering, Manufacturing, Circulating**

Psychology aims to explain human experiences and thoughts, including unconscious ones. Using scientific methods, psychology produces valid representations of human nature, names them, and circulates that knowledge for both its truth value and usefulness to society and individuals. Despite much success in these aims, the validity of much of psychology's knowledge is in being challenged - as evidenced in recent concerns about the reproducibility of experiments. We will examine the epistemic grounds of psychology's truth claims and consider alternative models that understand the truth claims to be enactments, constructions, or ideologies that rehearse cultural beliefs. Case studies of science-based knowledge eventually found to be inaccurate or exaggerated (priming research; the power pose) are used to examine how some truth claims are generated and challenged, and cases of robust research are used to explore how some truth claims acquire credibility inside and outside the laboratory. We ask, too, how these claims travel to be taken up as new ways for individuals to experience the self and social world, and examine the public's and our own aspirations to expand consciousness and act otherwise. Students will develop case studies of psychological knowledge, its validation, circulation, and effects in the world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **PSYC359, SISP360**

Prereq: **PSYC105**

#### **CHUM363 (Un)Popular Performances/Performances (Im)Populaires**

In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular 'study abroad destination' for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 'season' are preserved in his personal papers in the National Library of Scotland.

This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand

what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **COL363, FREN363**

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**

#### **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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

**CHUM383 Reading Between Freedom and Necessity**

Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL382**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)

**CSPL115F Diffusion of Innovation (FYS)**

Most inventions never make it out of the laboratory. Few reach the public.

Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting.

This course will survey the broad field of 'Diffusion of Innovations.' Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication.

Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ALLB**Prereq: **None****CSPL116F Good Books on Bad Wars (FYS)**

This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ALLB**Identical With: **GOVT116F**Prereq: **None**



**CSPL127 Introduction to Financial Accounting**

In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear 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 choices allowed to firms for reporting to stockholders and creditors and learn 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. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON127**

Prereq: **ECON101 OR ECON110**

**CSPL130 Frontiers of Leadership**

Frontiers of Leadership will focus on the basic principles of personal and interpersonal leadership that can be used in any life arena. The course will explore variables that affect productivity, effectiveness, and efficiency, and a variety of interpersonal skill sets. Emphasis will be placed on vision, decision-making, time management, career development, team building, conflict, ethics, identity, communication skills, and diversity issues. In addition, we will explore a variety of other topics including developing students' personal leadership styles. Classroom teaching methods will include class discussion, group exercises, videos, oral presentations, written assignments, and a group project. By the end of the course, students will have increased their personal and interpersonal awareness, sharpened their analytical skills, and gained a greater understanding of the complex issues facing today's leaders. This quarter-credit course will take place over eight weeks and will meet on a weekly basis.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

**CSPL140F Thinking with Things (FYS)**

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 sociocultural to the sacred. The course considers how we make, use, and consume things and how, in turn, things make, use, and consume us. Transdisciplinary 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

**CSPL200 Integrative Learning Project 1: Reflecting About the Liberal Arts**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who

are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

All sophomores, juniors and seniors are welcome in this course. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can take this course more than once, but only once per academic year.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT200, RL&L250, AFAM250**

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: **1.00**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****CSPL211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans**

The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, you will write about real plaintiffs and legal cases for public audiences. As part of your journey, you will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, you will describe issues facing veterans in general, and our veteran client specifically. You will write for a nonprofit website, a print newspaper, a podcast, the six o'clock news, and a local online news or social media outlet. Your writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ALLB**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****CSPL217 Civil Rights Litigation Since 1978: A Practitioner's Perspective**

This course will examine major themes in modern civil rights litigation in the United States between 1978 and 2020. The course will review major cases challenging police misconduct, school segregation and housing segregation, including exclusionary land use policies, sexual harassment, and bullying, as well as cases supporting voting and gay rights.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-ALLB**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****CSPL222 Disability Advocacy: Communicating the Legal Challenges of Disabled Plaintiffs to the Public**

The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower,



and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. In the first half of the course, students will read the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client, specifically. Students will write for a nonprofit website, a print newspaper, and a podcast, which the class will produce. These writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of our client's discharge upgrade brief.

In the second half of the course, students will digest and synthesize legal pleadings from transgender disability suits (e.g., employment/Title VII, prison abuse). From these case files, students will write short pieces that educate the public about the lives and legal issues of transgender plaintiffs. Students will write for a nonprofit website, the six o'clock news, and a local online news or social media outlet.

Offering: **Host**  
Grading: **A-F**  
Credits: **1.00**  
Gen Ed Area: **SBS-ALLB**  
Prereq: **None**

#### **CSPL225 Critical Design Fictions**

Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by designers are ultimately choices about the kind of world in which we want to live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.

Offering: **Host**  
Grading: **A-F**  
Credits: **1.00**  
Gen Ed Area: **SBS-ALLB**  
Identical With: **SISP224**  
Prereq: **None**

#### **CSPL230 State and Local Government**

This course will cover the history of state and local government in America, the roles and functions of the executive, legislative, and judicial branches in state government, the interaction between federal, state, and local government institutions, state and local taxation and budget policies, the legislative process and how a bill becomes law in a state legislature, participation of the public in state and local government, as well as pertinent issues arising in state and local governments, with a focus on the Connecticut General Assembly.

Offering: **Host**  
Grading: **A-F**  
Credits: **1.00**  
Gen Ed Area: **SBS-CSPL**  
Prereq: **None**

#### **CSPL235 Activism and Theories of Change**

In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. When do they strengthen one another, and when do they collide? What ethical or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women's rights, queer rights, and economic justice. We will also consider the strategies of other recent movements such as Occupy, Black Lives Matter and gun safety activism, and we will allow time to discuss events that may occur in real time over the course of the semester. In recognition of the 100th anniversary of women's suffrage in the U.S., we will discuss the American women's suffrage movement with respect to its tactics, conflicts, failures and successes. This course will be relevant to students interested in public policy, feminism, gender and sexuality studies, and other social sciences, and will provide useful insight for future organizers and activists, lawyers, and public policy makers.

Offering: **Host**  
Grading: **OPT**  
Credits: **1.00**  
Gen Ed Area: **SBS-ALLB**  
Identical With: **FGSS236, AFAM235**  
Prereq: **None**

#### **CSPL237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change**

The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantle of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).

Offering: **Host**  
Grading: **OPT**  
Credits: **1.00**  
Gen Ed Area: **SBS-ALLB**  
Prereq: **None**

#### **CSPL239 Startup Incubator: The Art and Science of Launching Your Idea**

The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas.

The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture.

Student Incubator students actively participate in one cohort meeting a week: most are 'classes' that take the form of lectures or workshops, and some are 'practice days' that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions.

This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model.

By enrolling, students make a commitment to themselves, the instructor, and the other members of the class.

Note: This course is offered by the Patricelli Center for Social Entrepreneurship ([wesleyan.edu/patricelli/](http://wesleyan.edu/patricelli/)) and reSET ([resetco.org/about/](http://resetco.org/about/)), a Hartford-based nonprofit whose mission is to advance the social enterprise sector, with support from CTNext ([ctnext.com/higher-education/](http://ctnext.com/higher-education/)). Classes will be taught by reSET staff, and additional advising and coaching will be available through the Patricelli Center.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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**

Prereq: **None**

#### **CSPL244 From Litigation to Restorative Justice: Conflict Resolution in Practice**

Litigation, mediation, reconciliation, and consciousness-raising. These and other techniques can help us solve seemingly intractable conflicts. But how does a litigator, mediator, reconciler, or consciousness-raiser select an appropriate strategy for a given conflict? And once a strategy is selected, how does a conflict resolution specialist lead the parties to resolution? This course will show you the way...

In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multi-party quasi-judicial role-playing exercises and arbitrations. In the second part of the course, we will study and practice mediation, reconciliation, feminist consciousness-raising, and community-building.

We will then draw upon theory and practice readings, and our experiences, to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered, raced, aged, abled, etc.? We will answer some of these questions with the help of other Wesleyan students at a conflict resolution teach-in led by members of the class.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL245 Ethnography and Design**

Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP245**

Prereq: **None**

#### **CSPL250 An Introduction to Data Journalism**

This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality—a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.

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**

#### **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**

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 Koeppe 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**

#### **CSPL250M Topics in Journalism: Storytelling and Social Change**

How did a TV show help reduce the rate of teen pregnancy to the lowest point in recorded history? Why did a new narrative approach to gay marriage enable the movement to go from losing 31 state referendums to suddenly winning? Storytelling, across mediums and social platforms, has the power to change behavior and shift the cultural narrative. This class will explore the nature of 'effective' stories, across a wide variety of issues, that engage audiences and often prompt action. We will discuss how this process works and ways to develop social impact campaigns. Students will have the chance to question some of the leading creators/practitioners who will join as guest speakers.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250M**

Prereq: **None**

#### **CSPL250N Writing Reality: Journalism in an Era of Polarization and 'Fake News'**

How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of 'Fake News' accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250N**

Prereq: **None**

#### **CSPL250P 'It's a Mess': An Academic and Practical Look at Digital Media in the Late 2010s**

Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more

complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media—from a lack of diversity and inclusion to problems with monetization and ‘Fake News’—while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT250P**

Prereq: **None**

#### **CSPL250R First Person Singular**

This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from *The London Review of Books*, *The New York Times* magazine, *National Geographic* magazine, *Granta*, *Paris Review*, *The New Yorker*, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebald, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koeppel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: <https://petergodwin.com/about/>

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **WRCT250R**

Prereq: **None**

#### **CSPL257 System Mapping for Social and Environmental Impact**

In recent years, growing interest in social entrepreneurship has pushed students to ‘solve’ complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a ‘systems map’ that documents the economic, political, and cultural factors behind their problem, as well as the current ‘solutions landscape.’

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Identical With: **AFAM257, ENVS208**

Prereq: **None**

#### **CSPL262 Introduction to Social Entrepreneurship**

In this project-based, cohort-style class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on

individually or as part of a team throughout the semester. Topics will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, leadership and teamwork, impact metrics, storytelling, and more. Some students will develop entrepreneurial projects and ventures while others will find pathways to impact as activists, community organizers, coalition builders, artists, researchers, and more.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

#### **CSPL263 Refugees in World Politics**

The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT323**

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**

### **CSPL266 Youth, Power, and Social Change**

While young people have been at the helm of movements for social and racial justice throughout history, the 1990s saw the rise of youth organizing as an intentional strategy for transforming youth, communities, and the broader social and political structures and institutions that shape their lives. This course will examine the evolution of youth organizing and the ways in which it has disrupted the dominant narratives and traditional methods of youth learning and engagement at play in schools and youth service organizations. The course will explore the politics of power and identity in youth work, and the role and impact of current youth-led social change movements - from #blacklivesmatter to the work of Dreamers - in today's political climate. Please note that this course will require students to reflect on and contextualize readings and class discussion with their own lived experience and is therefore especially relevant for students that are engaged in community service, organizing and/or youth work.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

### **CSPL267 Project-Based Learning Lab**

In this course, students will bring ideas to life through project-based learning, translating theory to practice and developing a more sophisticated understanding of subjects they are studying in their other courses.

Students will enroll in the Project-Based Learning Lab with a problem they want to address or an idea they want to build. Throughout the semester, we will build a toolbox for studying problems and designing solutions. Themes will include systems thinking, root cause analysis, ethical community research, human-centered design, lean prototyping, and data-driven evaluation. There will be an emphasis on humility, teamwork, oral communication, responsible partnership, and lean experimentation. Most students will complete the semester having launched a basic MVP (minimum viable product) and a road map for continuing to pursue their idea after the conclusion of the semester.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

### **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**

Prereq: **None**

### **CSPL277 Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development**

In this half-credit course, students will build an intellectual and practical framework to guide their work in volunteer settings in the local community. What does it mean to 'help'? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but our own growth and learning?

Note: students taking this course must be engaged in at least 80 minutes per week of community service in an educational setting throughout the semester and must complete this questionnaire ( <https://forms.gle/ay9xaXGn1wbxriHJ7>) before enrolling

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

### **CSPL280 Nonprofit Boards: Theory and Practice I**

Nonprofit Boards: Theory and Practice supports students in their learning about the nonprofit sector (its role in society, the challenges it confronts, and the primary roles and responsibilities of nonprofit boards) via class meetings/discussions, a residency with a local nonprofit, and student support of a project assigned by a partnering organization.

Offering: **Host**

Grading: **BMS**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

### **CSPL281 Nonprofit Boards: Theory and Practice II**

Nonprofit Boards: Theory and Practice supports students in their learning about the nonprofit sector (its role in society, the challenges it confronts, and the primary roles and responsibilities of nonprofit boards) via class meetings/discussions, a residency with a local nonprofit, and student support of a project assigned by a partnering organization.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

### **CSPL300 Integrative Learning Project 2: Senior Capstone**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

This course is intended for seniors who wish to document and reflect about their work in a single 'capstone' experience. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can only take this course once.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT300, RL&L350, AFAM320**

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**

#### **CSPL307 Religious Subjects to Ethnic Minorities: Armenians in Turkey Between Empire and Republic**

After World War I, Woodrow Wilson's Fourteen Points articulated a new vision for an international order based not on imperial ambition but on the self-determination of nations. Though empire persisted as a viable political form through the Second World War, the interwar years saw the breakup of some of the world's oldest dynastic empires into the much newer nation-state: the Austro-Hungarian Hapsburg Empire, the Ottoman Empire, and Imperial Russia all gave way to new political entities. At the same time, a transformation in the idea of political belonging occurred: citizenship now dominated the older concept of imperial subjects, and an idea of a national minority protected by an international regime of minority rights emerged. These ideas profoundly reshaped national and international politics.

This course focuses on the Armenians of Turkey across the transition from the Ottoman Empire to the Republic of Turkey, established in 1923. It uses the Armenians of Turkey as a case study in the emergence of secular nationalism as the dominant political ideal of the 20th century. Students will not only learn the history of the late Ottoman Empire, the Republic of Turkey, and the history of the Armenian minority in the Middle East, but will explore the transition from empire to republic at the end of the 19th century through the twin lenses of secularism and nationalism. Drawing on Ottoman and Turkish history, Armenian history, political science, and anthropology, the course introduces debates about nationalism, secularism, minority rights, and political belonging through the emphasis on Armenians in Turkey.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL315 Policy and War through Film**

This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT315**

Prereq: **None**

#### **CSPL316 Human Rights Advocacy: Critical Assessment and Practical Engagement in Global Social Justice**

The core animating principles and practices of human rights are under threat. Will the global human rights movement be able to respond effectively? How could or should the movement advance the cause of global social justice most effectively? This seminar seeks to answer these questions by assessing global rights defense and social justice practice and by engaging in structured, self-critical human rights advocacy.

Among the issues considered in this seminar will be the following: What are the origins of the human rights movement? Has the movement been dominated by ideas from the West and elite organizations from the Global North? What does it mean to be a human rights activist? What is the role of documentation, legal advocacy, and social media in human rights advocacy? What are the main challenges and dilemmas facing those engaged in rights promotion and defense?

Students will be required to write several short reflection papers. The final project will be an exercise in developing a human rights advocacy project or supervised engagement in actual human rights advocacy in conjunction with the University Network for Human Rights ([humanrightsnetwork.org](http://humanrightsnetwork.org)).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT396**

Prereq: **None**

#### **CSPL317 Social and Political Perspectives on Digital Media**

This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**



Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL317Z Social and Political Perspectives on Digital Media**

This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL318 Global Populism and the US Election. Are we witnessing a populism uprising?**

In this course, we will unpack the factors pushing communities worldwide toward these political ideologies as well as the impact it has on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL319 The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn**

In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--'the media has been democratized'--and reviled--'the media is too fractured and people are living in information bubbles.' The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand

audio (including podcast design) throughout the semester, both on their own and in collaboration with other students.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT250V**

Prereq: **None**

#### **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**

#### **CSPL323 Human Rights: Contemporary Challenges**

This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT283**

Prereq: **None**

#### **CSPL328 Advanced Human Rights Advocacy**

This course will enable students to engage in critical assessment of human rights advocacy while participating directly in projects through the University Network for Human Rights. Students in Professor Cavallaro's Fall CSPL 316 course are encouraged to apply, as are other students interested in gaining practical experience in human rights. The course will involve seminar discussions and readings that assess the strengths, weaknesses, and challenges facing the human rights movement domestically and internationally. In addition, students will be responsible for project-based work guided by Professor Cavallaro and the team of supervisors at the University Network for Human Rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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 skills.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Identical With: **GOVT330**

Prereq: **None**

### **CSPL332 Just Cities: Architectures of Public Encounter**

What is 'the public,' and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting 'the city'? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **ARHA257**

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: **SBS-ALLB**

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**

#### **CSPL341E Topics in Education: Introduction to Educational Law, Policy, and Educational Reform**

This seminar examines how constitutions, statutes, and court cases impact the rights of students and faculty in K-12 education. It also examines how parents and students have used the law to advocate for equal educational opportunity. Finally, this seminar discusses the legal dimension of education reform measures, such as charter schools and school vouchers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL341G Case Studies in Educational Innovation and Entrepreneurship**

Entrepreneurship, innovation, and reform are a defining part of the fabric of K-12 education in the US and other places, presenting opportunities and risks. Each week we will be visited by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **EDST341G**

Prereq: **None**

#### **CSPL357Z Saving the Republic: Lessons from Plato for our Time**

In this service-learning course, students will use video to launch discussions of election 2020 issues in class and throughout the Middletown community. Our jumping-off point is Plato's 'Republic.' More than 2,000 years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible

information. Some argue that the lessons of his Socratic exchanges, captured in 'Republic,' are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of 'Republic,' we will recreate the Athenian state online. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of a gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and record videos about the 'Republic' for the Russell Library in Middletown. Students will be assessed in six ways: 1. Content quizzes on 'The Republic,' 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class videos, 5. A short paper analyzing 'The Republic's' relevance for the United States, particularly the 2020 election, and 6. Short reflections on our partnership with the Russell Library. No previous experience in videography or theater are 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. This course will be taught remotely/online in a mostly asynchronous format.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT357Z**

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**

#### **CSPL375 Posse Veterans Introduction to Student Life and Community**

Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

### **CSPL390 Connecticut's Industrial Heritage**

The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's historically chief industries, industrialists, inventions, workforce, and remaining factory sites. Professor Caplan brings his experience as a Historical Architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **HIST389**

Prereq: **None**

### **CSPL397 Human Rights and the 2020 Elections**

This seminar will examine the principal candidates for the presidency (and selected candidates for other major electoral positions) from the perspective of human rights. To begin, we will spend the first several weeks studying basic human rights standards, as well as the challenges to the promotion of international human rights standards in the United States. We will then turn to particular rights and clusters of rights, considering the policies proposed by various candidates and their implications for human rights. After review of the particular right or cluster of rights, students will work in small groups to research and present the proposals of the various candidates to the class. In addition, representatives of the candidates will be invited to engage with the class (as well as in broader fora on campus).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

### **CSPL399 Understanding the 2020 Presidential Election**

In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

### **CSPL399Z Understanding the 2020 Presidential Election**

In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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**

### **CSPL405 Ideals into Practice**

Through this course, students can earn one quarter credit per year for participating in Ideals into Practice, a program that allows students to make connections between their academic curriculum and the practical experience they gain through campus employment, off-campus internships, community service, and extracurricular activities. By engaging in deep reflection about the skills they are gaining throughout their time at Wesleyan, students will be able to understand and explain to others how their liberal education prepares them for life after college.

Ideals into Practice involves: 1) successful completion of online assignments via Career Decisions: From Insight to Impact on Coursera; 2) participation in a daylong seminar at the start of the spring semester introducing students to an online portfolio platform; 3) completion of reflection pieces uploaded into the student's online portfolio before the end of the spring semester. While a student's online portfolio need not be publicly accessible, students are encouraged to give access to, and discuss the contents with, their faculty and career advisors.

Permission of the instructor is required. For the 2020-21 academic year, course registration is limited to students in the Classes of 2023 or 2024 who were ALSO admitted to Wesleyan 1) as a Posse Scholar; or 2) through QuestBridge; or 3) as a degree-seeking international student on an F-1 or J-1 student visa. If approved, students must also register for the Ideals into Practice program through the Gordon Career Center.

Offering: **Host**

Grading: **BMS**

Credits: **0.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL406 Ideals into Practice**

Through this course, students can earn one quarter credit per year for participating in Ideals into Practice, a program that allows students to make connections between their academic curriculum and the practical experience they gain through campus employment, off-campus internships, community service, and extracurricular activities. By engaging in deep reflection about the skills they are gaining throughout their time at Wesleyan, students will be able to understand and explain to others how their liberal education prepares them for life after college.

Ideals into Practice involves: 1) successful completion of online assignments via Career Decisions: From Insight to Impact on Coursera; 2) participation in a daylong seminar at the start of the spring semester introducing students to an online portfolio platform; 3) completion of reflection pieces uploaded into the student's online portfolio before the end of the spring semester. While a student's online portfolio need not be publicly accessible, students are encouraged to give access to, and discuss the contents with, their faculty and career advisors.

Permission of the instructor is required. For the 2020-21 academic year, course registration is limited to students in the classes of 2023 or 2024 who were ALSO admitted to Wesleyan 1) as a Posse Scholar; or 2) through QuestBridge; or 3) as a degree-seeking international student on an F-1 or J-1 student visa. If approved, students must also register for the Ideals into Practice program through the Gordon Career Center.

Offering: **Host**

Grading: **BMS**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **CSPL412 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**

#### **CSPL480 Engaged Projects**

Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit <https://www.wesleyan.edu/patricelli/engaged-projects.html>.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **CGST480**

Prereq: **None**

#### **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**

#### **CSPL494 Internship: Elections**

This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

#### **CSPL494Z Internship: Elections**

This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**



# 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: **OPT**

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**

## CHEM121F Chemophobia: Precaution or Panic? (FYS)

Chemophobia is an aversion to or prejudice against chemistry and chemicals. There is abundant evidence of this across the mass media, and while some important issues have been brought to the forefront in this way, the hype and misunderstanding surrounding other issues has had adverse effects on our society. This course will look at both sides of the debate surrounding chemicals in our everyday lives—in our food, in our consumer products, and in our environment. We will begin with a discussion of how we arrived at our current perceptions of chemistry, and then we will delve into the facts and science behind some of the topical issues of concern to differentiate between what is merely hype and what we ought to be concerned about. This course is intended

for anyone interested in the topic, regardless of their current knowledge of chemistry.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

## CHEM130Z Discovering a Small World Nanobots, Nanomedicine, and Nanomaterials

How can nano-sized salt and sugar help make food healthier? How can your ipod or Laptop get any smaller? Why does sunscreen contain titanium oxide nanoparticles? How small is 'nano'? Through discussions on science fiction novels and learning of scientific principles, this course will explore how nano-sized objects are studied and used to advance the fields of medicine, electronics and biomaterials. This general education course is designed for non-science undergraduate majors where students will explore what we may not know about our world, our community, our friends and ourselves. This course is meant to teach students how to critically interpret science in popular media and news sources.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B130Z**

Prereq: **None**

## CHEM134 Quantum Weirdness?

Chem 134 is a general education course open to first-year students, sophomores, juniors, and seniors. There is an enrollment limit of 19 students. There are no formal prerequisites for this course except for a keen intellect and an interest in modern science. In a lecture and discussion format, we will be exploring the 'weirdness' and 'paradoxes' inherent in the science of quantum mechanics. Full disclosure: the instructor is a scientific realist and is skeptical of fantasy physics. We will be reading articles from the archives of Scientific American, and from books such as 'What is Real?' by Adam Becker, 'Beyond Weird,' by Philip Ball, and 'Through Two Doors at Once: The Elegant Experiment That Captures the Enigma of Our Quantum Reality,' by Anil Ananthaswamy. At the end of the course, students will be expected to present 15-minute talks on a topic of their choosing loosely adhering to the theme of the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

## CHEM141 General Chemistry I

CHEM 141 is the first half of an introductory course in general chemistry intended for science majors and for premedical studies. The topics covered will include measurement and dimensional analysis; atomic theory; chemical nomenclature; mass relationships and the mole concept; stoichiometry; aqueous reactions; gases; thermochemistry; the quantum mechanical model of the atom; periodic trends; bonding theory; and molecular geometry. The full-year course can be completed by continuing on to CHEM 142. Students wishing to take CHEM141 are strongly encouraged to consult [https://www.wesleyan.edu/chem/about\\_the\\_major/first\\_year\\_students.html](https://www.wesleyan.edu/chem/about_the_major/first_year_students.html)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**



**CHEM141Z Introductory Chemistry I**

CHEM 141 is the first half of an introductory course in general chemistry intended for science majors and for premedical studies. The topics covered will include measurement and dimensional analysis; atomic theory; chemical nomenclature; mass relationships and the mole concept; stoichiometry; aqueous reactions; gases; thermochemistry; the quantum mechanical model of the atom; periodic trends; bonding theory; and molecular geometry. The full-year course can be completed by continuing on to CHEM 142.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

**CHEM142 General Chemistry II**

CHEM 142 is the second half of an introductory course in general chemistry intended for science majors and for premedical studies. The topics covered will include intermolecular forces, acids and bases, solutions and their properties, equilibria, thermodynamics, electrochemistry, and radioactivity. A strong familiarity with algebra is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM141**

**CHEM142Z Introductory Chemistry II**

CHEM 142 is the second half of Introductory Chemistry and is intended for science majors and for premedical studies. This course will introduce theory as well as applications that involve a significant amount of calculation. A strong familiarity with algebra is required. The topics covered will include intermolecular forces, acids and bases, solutions, their properties and equilibria, thermodynamics, free energy, electrochemistry and radioactivity. 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 or who plan to pursue further study in the health professions. Note that examinations for this course are given in the evenings at 7:00pm: Wednesday, February 12; Wednesday, March 4; Wednesday, April 8; and Monday, May 4. Students must be able to attend these exams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM141 OR CHEM142Z**

**CHEM143 Principles of Chemistry I**

An introduction to chemistry intended for motivated students with a solid high school chemistry background and some exposure to basic calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. The topical focus will be on the concepts of electronic structure, molecular geometry, and equilibrium thermodynamics, with applications to current research on, for example, the carbon cycle and nanomaterials. CHEM143 and CHEM144 provide the best basic foundation for further study of chemistry and is strongly recommended for Chemistry, MB&B, and NS&B majors. Completion of CHEM143 and CHEM144 also satisfies premedical general chemistry requirements. Students wishing to take CHEM143 are strongly encouraged to consult [https://www.wesleyan.edu/chem/about\\_the\\_major/first\\_year\\_students.html](https://www.wesleyan.edu/chem/about_the_major/first_year_students.html)

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

**CHEM144 Principles of Chemistry II**

This second semester general chemistry course is a continuation of the Principles of Chemistry sequence that is recommended for science students. The focus of the course is the fundamentals of structure and bonding, with an emphasis on predicting reactivity. Major topical coverage includes the reactivity of ions in aqueous solution, kinetics, modern electronic structure, and the chemistry of transition metal complexes, with applications to current research on, for example, food chemistry, functional materials, and artificial photosynthesis.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM143**

**CHEM150 Introduction to Organic Chemistry**

This course is designed as a 'head start' to the organic chemistry sequence (CHEM 251/252), consisting of a weekly workshop designed to prepare students for the coming fall semester. Topics covered include structural formulas of organic compounds, organic chemical nomenclature and vocabulary, basic rules of writing organic reaction mechanisms, and how to use ChemDraw software.

Students who have completed CHEM 251 may not enroll in this course.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-CHEM**

Prereq: **CHEM141 OR CHEM143**

**CHEM152 Introductory Chemistry Laboratory**

This course provides a first introduction to the application of chemical concepts in the laboratory. This course is normally taken concurrently with CHEM 141, 142, 143, or 144, and it fulfills part of the chemistry lab requirement for pre-medical/health studies. Students who place directly into CHEM 144 with AP/IB credit must take this laboratory course if they intend to take CHEM 257 in a future semester. CHEM 152 is offered in both the fall and spring semesters.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Prereq: **None**

**CHEM152Z Introductory Chemistry Laboratory**

This course provides an introduction to the application of chemical concepts in the laboratory. It is required for Chemistry or MB&B majors and satisfies the general chemistry laboratory requirements for pre-medical studies. Chem 152 is usually taken concurrently with CHEM 141, 142, 143, or 144.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

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: **BMS**

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**

Identical With: **MB&B242**

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 will 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. Students with advanced placement credit who wish to enroll in CHEM251 without having previously taken chemistry courses at Wesleyan are strongly encouraged to consult [https://www.wesleyan.edu/chem/about\\_the\\_major/first\\_year\\_students.html](https://www.wesleyan.edu/chem/about_the_major/first_year_students.html)

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**

#### **CHEM257 Intermediate Chemistry Laboratory**

This course is a continuation of CHEM 152, and it is designed to prepare students for more advanced chemistry lab courses. This course is normally taken concurrently with CHEM 251, and it fulfills part of the chemistry lab requirement for pre-medical/health studies. Students who place directly into CHEM 251 with AP/IB credit should enroll in this course without taking CHEM 152.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM142 AND CHEM152) OR (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: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B507, MB&B307, CHEM507, 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: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B508, MB&B308, CHEM508, 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: **None**

#### **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)**

#### **CHEM317 Quantitative Chemical Analysis**

This course covers fundamental topics within the broad subject of analytical chemistry: data and statistics, chemical equilibria, and aqueous solution chemistry. This course will focus on classical methods of chemical analysis, rather than instrumental analysis.

The course format will be a hybrid lecture/lab sequence, with lecture time spent investigating the background of each laboratory experiment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM142 AND CHEM152) OR (CHEM144 AND CHEM152)**

#### **CHEM318 Instrumental Analysis**

This course covers instrumental topics within the broad subject of analytical chemistry: electrochemical analysis, spectrochemical analysis, and separations. While it is a natural continuation of CHEM 317, this course may be taken prior to, or without, CHEM 317.

The course format will be a hybrid lecture/lab sequence, with lecture time spent investigating the background of each laboratory experiment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Prereq: **(CHEM142 AND CHEM152) OR (CHEM144 AND CHEM152)**

#### **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**

#### **CHEM335 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. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B535, MB&B335, CHEM535**

Prereq: **MB&B208 OR MB&B325**

#### **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 Quantum Chemistry**

This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **None**Identical With: **CHEM540**Prereq: **CHEM337 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, crisper 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**Identical With: **BIOL342, CIS342, MB&B342**Prereq: **CHEM252 OR MBB208****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: **CHEM251 AND CHEM252****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. Major emphases include chemical applications of group theory in electronic structure and spectroscopy and reaction mechanisms of inorganic transformations.

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. Theory, methodology, and biophysical concepts are distributed throughout the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B381, MB&B581**

Prereq: **(CHEM251 AND MATH117) OR (CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

### **CHEM382 Practical NMR**

Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands-on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules.

In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D, 3D, and 4D experiments, and how the motion of those proteins can be measured at the atomic level.

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)**

### **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]**

#### **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: **[(CHEM142 AND CHEM325) OR (CHEM142 AND MB&B208) OR (CHEM142 AND PHYS207)] OR [(CHEM144 AND CHEM325) OR (CHEM144 AND MB&B208) OR (CHEM144 AND PHYS207)]**

#### **CHEM396 Molecular Modeling and Design**

This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (<http://www.gromacs.org>) and do protein structure predication/design with Rosetta (<https://www.rosettacommons.org>). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM596**

Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

#### **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&ES500, 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: **MB&B507, MB&B307, CHEM307, 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: **MB&B508, MB&B308, PHYS318, PHYS518, CHEM308**

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: **None**

#### **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**

#### **CHEM535 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. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B535, MB&B335, CHEM335**

Prereq: **MB&B208 OR MB&B325**

#### **CHEM540 Quantum Chemistry**

This course is an introduction to modern molecular electronic structure calculations. Through in-class lectures and in-class exercises students will become familiar with some of the most popular methods for electronic structure calculations in molecules using the Gaussian computational chemistry package. The main emphasis of the course is to provide the students with the tools to devise their own computational chemistry calculations and to be able to assess whether any given calculation is likely to provide meaningful answers to chemical questions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **CHEM340**

Prereq: **CHEM337 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)**

#### **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)**

#### **CHEM596 Molecular Modeling and Design**

This course will introduce students to the practical and theoretical aspects of computationally modeling and designing biological macromolecules, with a particular emphasis on protein structures. Students will run molecular dynamics simulations with Gromacs (<http://www.gromacs.org>) and do protein structure predication/design with Rosetta (<https://www.rosettacommons.org>). Over the course of the semester students will embark on a group research project, likely related to redesigning proteins that show potential for use as drugs. Both Gromacs and Rosetta use the Mac/Linux command-line, so having some familiarity with that prior to the course would be helpful but not required.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM396**

Prereq: **MB&B208 OR BIOL265 OR CHEM381 OR CHEM325 OR MB&B335 OR CHEM338 OR CHEM383 OR PHYS316 OR PHYS340 OR BIOL266**

## **CHINESE (CHIN)**

#### **CHIN101 Chinese Character Writing**

This course is the lab course for Elementary Chinese I (CHIN 103) 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 CHIN 103.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

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: **1.00**

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. Students with significant experience speaking Chinese (any dialect) at home should enroll in CHIN105, not CHIN103. Credits will be received for CHIN103 when you successfully complete CHIN104.

Offering: **Host**

Grading: **Amp Graded**

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 a number of topics, including: smog, soft power, corruption in China, the craze of studying abroad in China, etc.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN206**

#### **CHIN218 Third-Year Chinese II**

A continuation of CHIN 217, this spring semester course will cover a number of topics, including Chinese festivals, cyberbullying and freedom of speech, left-behind children in China, privacy and security, the labor force in China, politics and identity in Taiwan, etc.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN217**

#### **CHIN221 Fourth-Year Chinese I**

This course is aimed at students who have completed six regular college semesters of Chinese courses or the equivalent. Its goal is to elevate students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and other media materials. 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**

This course is aimed at students who have completed seven regular college semesters of Chinese courses or the equivalent. Its goal is to continue elevating students' language proficiency to the true advanced level. The course may use language textbooks, newspaper articles, literary texts, professional writing, academic papers, other authentic texts, television programs, and media materials. The course will be conducted in Chinese.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **CHIN221**

#### **CHIN223 Creative Writing in Chinese**

The class will offer students a chance to use the Chinese language both communicatively and creatively in various literary genres including poetry, song lyrics, short stories, travelogues, memoir, plays, film scripts, and so on. The class is divided into three main sections. First, we will engage in close readings of some of the most interesting writings of contemporary Chinese literature that are both well-crafted and culturally significant. Second, using the class readings as reference points, the students will write their own pieces about their daily lives and dreams, oversea experiences as cultural observers, science fiction that portrays a future utopia, adaptations of Chinese ghost stories, and their imaginary lives as nonhuman animals. Third, the students will engage in dynamic class discussions and workshop each other's writings.

The class is not a standard advanced Chinese class. Bearing in mind that some of the most memorable Chinese poems and stories are written in simple language, participants in the class will focus on how to use the words and expressions they already know in fresh and innovative ways while expanding the horizon of their understanding of Chinese and global cultures. Native Chinese speakers, heritage speakers, and students who have taken Third Year Chinese and above can take the class and learn from each other in groups. No previous experience of creative writing is required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **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**

#### **CHIN301 A Glance at Chinese Literature and Culture**

This is a general introduction to classical, modern, and contemporary Chinese literature. Students will read literary works valued greatly in Chinese history which will help frame an examination of Chinese language, literature, and culture. The values of Chinese culture that emerge in and from these texts will be discussed and contextualized.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

### **CHIN302 Narrating China: Chinese Lab (CLAC.50)**

This 0.5 credit course is conducted in Chinese and designed to supplement the standard English-language Narrating China: Introduction to Modern Chinese Literature (CEAS 202) course. It allows students to encounter a selection of modern and contemporary Chinese literary texts in their original Chinese. As the parent course guides students through major literary movements and themes from 20th-century China, students in the CLAC tutorial will read poems, short stories, or excerpts of longer texts from the same periods in the original Chinese. In weekly meetings, students will discuss the readings in Chinese, to delve deeper into their stylistic and linguistic characteristics unobservable in translations.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Evaluation is based on students' preparedness, participation, and formal oral presentations, and will be tailored to students' language background. If you are unsure about 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: **CGST302**

Prereq: **None**

### **CHIN351 Classical Chinese Philosophy: Chinese Lab (CLAC.50)**

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, CGST251**

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)

## CCIV112F Three Great Myths: Prometheus, Persephone, and Dionysus (FYS)

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**

## CCIV115F Crafting (Un)Ideal States: Utopias and Games of the Mind, Past and Present (FYS)

Utopias are imaginary places that promise freedom, equality, and happiness. In this course, we will look at different visions of utopian living: What kinds of hope, longing, and impulses do these utopias fulfill? What kind of social critique do they imply? How can they offer freedom and happiness while built on strict programs of biological, psychological, and social engineering? When does one's utopia become another's dystopia?

We will start with ancient Greek poetry and philosophy--Homer, tragedy, Aristophanic 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 television shows, including Thomas More's 'Utopia' and Emily St. John Mandel's 'Station Eleven'; selections from T. Adorno, E. Bloch, and F. Jameson; and select episodes from 'Black Mirror.'

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 selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others--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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL247, HIST247**

Prereq: **None**

## CCIV120F From Democracy to Autocracy: Demagogues, Tyrants, and Popular Media in Ancient Greece and Rome (FYS)

Although different, the political systems of Greece and Rome, many of which serve as a model for our own government, were carefully designed to balance military, social, and political participation and empowerment, and to defend against the consolidation of power by any single citizen or group. Eventually,

both Greek democracy and the Roman Republic failed. Why? This course examines in depth the political and legal structures of two ancient societies which began with participatory or representative governments and slid toward autocracy. Drawing on a range of sources in translation (historical, legal, poetic), we will explore the emergence and evolution of political systems, from the rise of democracy in Greece to its lapse into oligarchy, and from the Roman Republic to its subversion by charismatic leaders and the advent of empire. Along the way, we will discuss the rise of a celebrity culture and the impact of the increasing importance of public spectacles and entertainments as a vehicle for the demoralization of citizens and the slide into autocracy. Where did they go wrong?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

## CCIV129F Ancient Monuments: Landscape, History, and Memory (FYS)

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. 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**

Prereq: **None**

## CCIV153F Single Combat in the Ancient World (FYS)

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP153F**

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**

#### **CCIV175F Hold My Wine: Drinking Culture in Ancient Greece (FYS)**

Wine. Politics. Poetry. The potential for destructive behavior. All of these went hand-in-hand with the ancient Greek 'symposium,' or drinking party. In this course we will study this custom and the roles it played in Ancient Greek society and art, as an institution that regulated membership in elite society, a source of political and social unrest, a religious practice, an arena for the contestation of philosophical ideas, and a venue for the performance of music and poetry. In addition to the symposium itself, we will also consider related institutions, such as Spartan military feasting.

In this course, the symposium will be viewed through a variety of lenses. We will survey Greek literature from Homer down through Athenian drama and Plato. We will also study the archaeological record, with units on Greek vases and drinkware, and on the architecture of public and private drinking spaces. But the Greek symposium will itself be a lens through which we consider drinking culture in our own society, and its representation, for instance, in music and film.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

#### **CCIV190 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**

#### **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: Theater and Social Justice, Ancient and Modern**

This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **THEA202**

Prereq: **None**

#### **CCIV205 Myths, Monsters, and Misogyny: An Introduction to Greek and Roman 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI215, MDST215**

Prereq: **None**

**CCIV214 Survey of Greek Archaeology and Art**

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.

This course counts toward the archaeology/archaeology science track.

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**

**CCIV220Z Homer's Iliad and the Tragedies of Troy: War and Its Aftermath**

Please note: some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- <http://www.wesleyan.edu/wintersession>.

The Iliad, Homer's great epic of war, had a profound influence on the creators of what we now broadly conceive of as ancient Greek culture. Athenian playwrights, visual artists, and even its first historians were inspired and

informed by Homer's harrowing depiction of the effects of war on the victorious and the defeated alike.

In this course, we will read the Iliad along with five 5th century tragedies populated by the victorious warriors and defeated women of the Trojan War. (All reading will be in translation). We will examine the social codes of Homeric society in the Iliad, and the ways in which tragic playwrights re-presented and reassessed the Homeric hero for their audiences -- a majority of whom were soldiers, combat veterans or orphans of war. In these ancient stories of social bonds destroyed by violence, we may find a lens through which to examine issues of rage and the desire for restitution in our own society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**CCIV221 Law, Politics, and Order in the Ancient World**

Legal texts--law codes, decrees, and edicts, juristic discussions, law court cases--help us understand the history of legal thinking and strategy, and the construction of constitutional frameworks. Yet Greek and Roman legal sources offer something more than a history: Although these texts in many ways served as the foundation for European legal systems, they nonetheless offer radically different ways of thinking about concepts such as private and public, rights versus responsibilities, and the possibility of freedom and happiness--some more progressive than our own. In an era when many of our institutions and conventions appear open to challenge, the classical sources offer alternate legal and social ways of thinking, and new tools for understanding our own time.

This course will provide an introduction to legal thinking in classical antiquity and, drawing from a range of sources, will speak to the intersection of constitutional frameworks with political theory. Through narratives and case studies, we will examine Greek and Roman approaches to thorny legal issues that are still contested today: women's rights, wartime codes, the right to trial, torture, capital punishment, and immigration and citizenship, among others. The ancient sources will be brought into dialogue with current cases and debates. We will also explore the construction of constitutional frameworks and see how these are deployed alongside religious beliefs and collective mores to cultivate 'civic thinking.'

This course falls under the History/Social Justice track of the Classics/CCIV Major requirements.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

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**

#### **CCIV228 Classical Allusions in Film**

This course surveys the influence of classical antiquity on Western filmmaking from the late 1970s to the present day, with an emphasis on exploring the ways in which filmmakers allude to and encounter classical themes, settings, characters, history, and literature in their works. Classical mythology and history have been a source of fascination for filmmakers since the beginning of filmmaking itself. *Ben Hur* (1907), *Quo Vadis* (1913) and *Cabiria* (1914) were all silent but ambitious films depicting aspects of classical antiquity on an epic scale that would have a profound impact on the classical blockbusters of the 1950s and 1960s. Cecil B. DeMille reintroduced the classical model with *Ten Commandments* (1956), and the epic(ally expensive) *Ben-Hur* (1959), *Spartacus* (1960), and *Cleopatra* (1963) would follow under other directors. These films can be analyzed for their interpretation of ancient material; their contemporary political subtexts and attitudes towards race, ethnicity, and gender; and their influence on the way 20th century Western cultures viewed Greco-Roman antiquity. Other film classics depicted an ancient world that ranged from dreamlike (Fellini's *Satyricon* [1969]) to pornographic (*Caligula* [1979]), to fantastical (*Clash of the Titans* [1981]). We will briefly examine these films as a springboard for looking at late-20th and early-21st century adaptations of classical material.

Classical material in film regained popularity in the 2000s: *Gladiator* (2000), *Troy* (2004), *Alexander* (2004), *300* (2006), *Clash of the Titans* (2010), and *Pompeii* (2014), and the 2016 remake of *Ben Hur*. But beyond these obviously classically-inspired films, situated as they are in a version of classical antiquity, there are other modern films that draw less obviously on classical material. *O Brother Where Art Thou?* (2001) takes the *Odyssey* from Homer's Mediterranean world and drops it into Depression-era Southern America. *Chi-raq* resituates Aristophanes' *Lysistrata* in gang-ravaged Chicago. The *Star Wars* (1977-83) and *Hunger Games* (2012-15) trilogies use a reimagined Roman Empire to comment on spectacle and society in contemporary America.

We will study these films and others to analyze the trajectory of classical allusion in modern film: why do directors continue to revisit classical antiquity? What themes are pervasive? How do ancient archetypes like the seductive queen, evil sorceress, noble enslaved man, old philosopher, and debauched aristocrat help characterize modern film characters? What is the difference between adaptation and inspiration? How closely must modern interpretations cleave to the ancient material to be deemed 'acceptable' by scholars and enthusiasts? How do these interpretations reshape our understanding of the ancient material? And why is classical antiquity still so compelling today?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

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.

This course will fall under the History/Social Justice track.

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**

#### **CCIV248 Language Matters: Etymology and the Roots of Social Injustice**

Etymology is a course designed to prepare students for disciplines outside what is traditionally considered 'classics.' The course will provide a strategic presentation of key Latin and Greek roots, constructions, and linguistic frameworks, which pervade the terminology of numerous fields and disciplines: law, medicine, biology, ecology, sociology, religion, and many more.

This course is a history of words: how they are formed, what they mean, and how they change and change us. In addition to teaching how to deconstruct terminology, the course will explore the origins and evolution of many of the commonly used modern terms in their original historical contexts, providing a glimpse into the rich background that gave rise to their use and meaning today.

Each week we will focus on a specific modern discipline, our 'unit.' Mondays and Wednesdays will be devoted to the workings of the language itself. We will examine how Greek and Latin roots make up the technical language of that discipline, so that students learn to identify, break down, and understand such terminology and its uses. 2020 is an important year: social justice and how we talk about it, language itself, is a political issue as we come to the presidential election. On Fridays we will explore a divisive issue confronting each discipline today and investigate the roots of the problem in antiquity. Topics include: biological race, abortion, debt slavery, climate crisis, extinction, deforestation, the First Amendment, and many others. By thinking about the roots and words that shaped and expressed Greek and Roman ideas, as well as how they negotiated important social, political, legal, medical, and environmental issues, we can understand better the crucial issues facing our own language and society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

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**

#### **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: **HA-CLAS, SBS-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.

The course falls under the Archaeology/Archaeological Science track of the Classics/CCIV Major requirements.

Offering: **Host**

Grading: **A-F**



Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **ARCP285, ARHA204**

Prereq: **None**

#### **CCIV324 Tales of Hope or States of Delusion? Utopias, Past and Present**

Utopias are imaginary places that promise freedom, equality, and happiness.

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, while built on strict programs of biological, psychological, and social engineering? When does one's utopia become another's dystopia?

We will start with ancient Greek poetry and philosophy--Homer, tragedy, Aristophanic 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 Emily St. John Mandel *STATION ELEVEN*; selections from T. Adorno, E. Bloch, and F. Jameson; films such as *Gattaca*, and *Her*, and select episodes from *Black Mirror*.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

#### **CCIV327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern**

The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to 'train' citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions--legal, ethical, and moral: the 'laws' of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional engineering.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, Yael Farber, and movie adaptations.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **THEA327**

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**

#### **CCIV330 Classical Studies Today: Writing for a General Audience**

This will be a seminar for junior and senior departmental majors, offered in association with the Calderwood Seminars in Public Writing. The purpose of the class is to have students write about scholarly issues in a way that makes them accessible to broad non-specialist audiences. This practice is what one scholar has called 'responsible popularization.' The course will concentrate on writing and public presentations, and each week the students will take alternating roles as writers and editors. The work load consists of reading scholarly articles or book chapters, on academic topics from Classical Studies, and re-work them in compact genres like personal essays, op-eds, blog posts, and reviews. For the final project, the students will form teams of two, each of which will interview an eminent Classical scholar of their choice and produce a brief profile.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CEAS340, RL&L290, 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**

#### **CEAS157F Legacies of WWII in Postwar Japan (FYS)**

In 1956, The Japanese Economic Planning Agency famously declared that 'the 'post-war' is over.' Indeed, by that time, the national economy had made a remarkable recovery since the end of WWII. Others place the end of the 'post-war' with Emperor Hirohito's death in 1989. Still, was the 'post-war' truly over for Japan? This seminar aims to tackle this dilemma of the 'post-war' and assess how the war and the American occupation are remembered by the Japanese, as well as Americans and Asian neighbors, and how they continue to reverberate



politically and culturally, seventy-odd years after the conflict's ostensible end. The course will begin with some history of WWII and the American occupation. Film, literature, and popular media, along with secondary scholarship, will energize discussions about topics such as the rise of anime and otaku culture, Orientalism, gendered racism in Japanese-American relations, the 1964 and 2020 Tokyo Olympics, American bases in Japan, and North Korea.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **CEAS158F Literary Pop Culture: The Tale of Genji and The Story of the Stone (FYS)**

This first-year seminar addresses two of the great East Asian novels, 'The Tale of Genji' (from Japan) and 'The Story of the Stone' (also known as Dream of the Red Chamber) (from China), and their afterlives in modern and premodern popular culture. Topics of discussion include adaptations of both novels as literature and in other media forms (drama, film, TV, etc.); the two novels in painting/prints, games, fan fictions, etc.; shared themes such as family, romance, and power; and social issues including class, gender, and intergenerational conflict. No previous background in East Asian studies required.

Offering: **Host**

Grading: **OPT**

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**

#### **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**

#### **CEAS185 Introduction to Japanese History: A Manga Artist's Life in 20th-Century Japan**

This course uses the four-volume autobiographical manga of Mizuki Shigeru (1922-2015) entitled 'Showa: A History of Japan' both to survey most of 20th-century Japanese history and to introduce some basic concepts and methods of historical inquiry. Mizuki is most famous for manga that depict supernatural figures--yokai--based on Japanese folk tales. One, 'GeGeGe no Kitaro,' became a wildly popular animated series (check it out on YouTube). We will use that four-volume series, together with various primary sources and other materials, to track the trajectory of 20th-century Japan from democracy to militarism back to democracy again in the lives of ordinary Japanese people.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST180**

Prereq: **None**

#### **CEAS201 Proseminar**

This seminar explores some of the key tenets and methodologies of the academic discipline broadly known as 'area studies,' with the aim of further preparing students to pursue their chosen avenues of research as scholars of East Asian Studies at Wesleyan University. It is required of all CEAS majors in their sophomore year, and is also open to CEAS majors in their junior or senior years who may have been unable to take the seminar previously. The specific topics and concerns addressed by the seminar shift from year to year and according to the instructor, but may include questions of geopolitics, Orientalism, modernization and modernity, and productive approaches to grappling with written, musical, and filmic texts in disparate contexts and historical moments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **CEAS202 Narrating China: Introduction to 20th- and 21st-Century Chinese Literature**

This survey course introduces students to major literary movements in 20th- and 21st-century China through selective works by representative authors. It has two major aims: (1) It invites students to explore how individual authors--at different historical moments and in different social positions--have responded to historical changes that radically unsettled their senses of self and nation and also how their literary expressions may reveal the shifting subjectivity of modern China and Chineseness. (2) At the same time, it introduces students to the academic discipline of literary criticism, develops or deepens students' critical close reading and textual analysis, and invites them to discover the joy and reward of plunging into a reading experience and coming out with interpretations of their own making.

While the course does attend to important historical flash points unique to Chinese history, it also explores literary themes that resonate globally, beyond

the context of modern China. Varying slightly by semester, these themes could include the relation between politics and literature, revolution and revolutionary arts, alternative modernities, writerly authority and the individual self, gendered authorship, memory and trauma, ethnic governance and resistance, class divisions, ecological damages, labor migration, etc. This course assumes no prior knowledge of China or Chinese language, and all texts will be taught using English translations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **WLIT223**

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: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **GOVT295**

Prereq: **None**

#### **CEAS207 Foundations of East Asian Cultures**

This course introduces some of the cultural foundations of East Asia and how they have continued to resonate through history. We will be examining translated primary texts in history, literature, philosophy, and religion, mainly from China, Korea, and Japan. We will also be working with other media such as film and art. The course attempts to equip students with a basic fluency in interpreting ancient and modern materials from East Asia and identifying its cultural contexts. Some potential themes are: dilemmas of love, the role of government, the methods and aims of education, social inequality, and notions of illness and healing. This course does not aim to be exhaustive, but seeks to enlarge narrow conceptions of Asian cultures and to offer tools for future exploration.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

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**

#### **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**

Identical With: **WLIT225**

Prereq: **None**

#### **CEAS211 Food in Japanese Media (CLAC.25)**

This 0.25 CLAC section is conducted in Japanese and will feature Japanese-language media (documentaries, films, TV shows, anime, and some texts such as news articles and manga). It is designed to supplement CEAS 210: From Tea to Connecticut Rolls: Defining Japanese Culture Through Food. All materials and discussion will be in Japanese. There may be some writing assignments depending on ability. The section is open to anyone with Japanese-language ability, from beginners to native speakers. With the instructor's approval, this section may be taken independently of the parent course. Evaluation will be primarily based on participation, effort, and completion of assignments.

Offering: **Host**  
 Grading: **Cr/U**  
 Credits: **0.25**  
 Gen Ed Area: **HA-CEAS**  
 Identical With: **CGST221**  
 Prereq: **None**

#### **CEAS212 Introduction to Korean Cinema**

During the last few decades South Korean cinema has taken center stage in world cinema with the phenomenal success of its film industry and critical acclaim in the global context. However, Korea has boasted a thriving film culture and aesthetics since the 'golden age' of the 1950s, of which renowned contemporary directors such as Bong Joon-ho and Park Chan-wook have claimed they are the inheritors. This course introduces Korean cinema from its beginnings in the colonial era to its recent achievements. While learning the concepts and theories of film studies as well as the cultural and political contexts to which Korean film culture has responded, students will explore films by key directors that constitute the crucial 'moments' of South Korean cinema. We will examine the main topics in Korean cinema, including colonial production, the liberation and Western influence, nation and nationalism, modernity and women, gender politics, realist and modernist cinema, popular cinema and cultural depression, the Korean New Wave, democratization and political cinema, the Korean blockbuster, the questions of 'Koreanness,' and the 'Korean Wave' in the global film market.

The course also seeks to establish a balance between understanding Korean cinema as both a reservoir of historical memory and as an example of evolving world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students in this course will learn to analyze Korean filmic texts not only as a way to understand the particularity of Korean cinema but also as a frontier of cinematic language in the broader history of film.

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, ENVS399, 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. The new Reiwa era might be another marker. 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, nearly 70 years after Japan regained its independence.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **HA-CEAS**  
 Identical With: **WLIT321**  
 Prereq: **None**

#### **CEAS216 History of Japanese Cinema**

During the last several decades, Japanese cinema has won international acclaim for its artistic achievement in form and content while gaining commercial dominance over the power of Hollywood films in its domestic film market. What have been the driving forces for the development of Japanese cinema as both art and industry? How have Japanese filmmakers contributed to the creation and advancement of new cinematic languages and genres that appealed not only to domestic audiences, but also to global cinephiles? What have been the central issues and themes in Japanese film history?

This course surveys Japanese cinema from its beginnings to the work of contemporary film auteurs. Students will learn the history of Japanese cinema by watching and discussing the canonical pieces by the prestigious directors and the studio genre films produced by the various major and minor local film companies. At the same time, we will examine the main topics and trends of Japanese cinema such as the pure film movement, Shochiku's shoshimin eiga, wartime film culture, melodramas under the U.S. occupation, New Wave films and political cinema, art cinema, the popularity of 'series' movies, and the transnational and digital film culture in contemporary Japan. We will explore the world of the masters of classical Japanese cinema, including the films of Ozu Yasujiro, Mizoguchi Kenji, and Kurosawa Akira, and also those by Kurosawa Kiyoshi and Koreeda Hirokazu--the major contemporary Japanese auteurs.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **HA-CEAS**  
 Prereq: **None**

#### **CEAS217 Samurai: Imagining, Performing Japanese Identity**

Among conventional images of Japan, the samurai still allures. This course examines the history of samurai and its myths to consider why it remains so popular, and what that says about the values, fantasies, and anxieties not only of Japan past and present, but also of the West. Through historical studies, literature, and film, the course discusses such themes as orientalism, sexuality and gender, nationalism, and samurai as postwar critiques of society.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **HA-CEAS**  
 Prereq: **None**

**CEAS217F Who is the Dalai Lama? (FYS)**

This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulkus) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI207F**

Prereq: **None**

**CEAS218 Sinophone Articulations: Literatures and Cultures Beyond the Middle Kingdom**

How do we study literary and cultural products created in Taiwan, Hong Kong, Malaysia, Singapore, and those created by Chinese-educated Tibetan, Uyghur, Manchurian, or Mongolian authors and artists? Are they Chinese? Or not? How might their places of production bring about literary and cultural subjectivities that are distinct from those from mainland and Han-dominated China (i.e., the conventional domain of Chinese humanities studies)? How do writers and artists deliberately record, or even create, their own unique and place-based senses of identity? How do they struggle with the ideas of exile, diaspora, colonization, decolonization, autonomy, assimilation, resistance--both in relation to China and within global geopolitics--while also striking out on their own to depict the joys and sorrows of human everydayness?

This discussion-heavy course introduces students to a representative set of 20th- and 21st-century literary and cultural texts from some of these locales under the umbrella concept of the Sinophone. As Shu-mei Shih defines it, Sinophone aims to describe 'Sinitic-language cultures and communities on the margin of China and Chineseness' where these cultures and communities engage in their own place-based cultural productions. It alerts us to the heterogeneity in the 'Chinese-speaking world' and the relations of power that effected such heterogeneity. Students will read literary texts alongside relevant theoretical and historical writings, and parts of the course may include film and other cultural products as objects of critical examination. The course will be conducted in English, and all reading materials will be in English translation.

Offering: **Host**

Grading: **OPT**

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 China as Scientific Powerhouse**

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 Traditional China: Eco-civilization and Its Discontents**

This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty circa 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. It is also a period when the natural environment was drastically transformed by agrarian civilizations and nomadic neighbors.

The course places concepts of sustainability in the center of the history of traditional China. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the imperial period. Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs? How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST223, ENVS223, WLIT224**

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**

#### **CEAS226 Japan and the Atomic Bomb: History, Myths, and Mysteries**

Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to 'Truman's decision' to drop the bomb, the idea that these bombings conclusively brought an end to World War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST256, SISP257**

Prereq: **None**

#### **CEAS228 Zen Buddhism Across East Asia: Teaching and Practice**

In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century.

Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI224**

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 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, DANC220**

Prereq: **None**

#### **CEAS231 Introduction to Asian American Literature**

This course introduces students to Asian American literature, literary criticism, and culture by surveying how meanings of 'America' have long depended on 'Asian America.' Conventional understandings of this relationship in US literature and history tend to emphasize Chinese Americans in California, Asian exclusion laws, model minority myths, changing patterns in Asian immigration following relaxed restrictions between 1965-68, and the institutionalization of Asian American studies in higher education in the 1970s. We will pay attention to these contexts, but we will also focus on emergent trajectories, including representations of Asian Americans in the South, critical refugee studies, and how global cultures such as breakdancing stage Asian American self-representation. By examining a range of genres and the critical apparatuses that these works have generated, we will explore how representing Asian America has shaped the making of American culture.

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****CEAS234 Modern Korea in Film and Fiction**

How have writers and film directors responded to the rapid transformation of Korean society? In what ways have their works shaped the experience of Koreans and constructed Koreans' notion about the nation and the self? This course examines how Korean literature and film have acknowledged and represented the diverse political, social, and cultural changes that have occurred on the Korean Peninsula in the modern era. It also aims to build an understanding of the ways in which Korea has built the close historical, political, and cultural relationships with other East Asian countries.

Through selected literary and cinematic texts by prominent masters, students will investigate the critical moments of modern history that have deeply affected and altered social practices and the actual lives of twentieth-century Koreans. While observing the flow of change in Korean society, students will examine how gender, class, ethnicity, and generation profoundly impact one's sense of the nation and the self. The class consists of occasional in-class film screenings, lectures, student presentations, and discussions.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-CEAS**Prereq: **None****CEAS236A Curatorial Workshop: Images of the Floating World**

This course will provide students with practical training in the design and development of a gallery installation in the Davison Art Center (DAC). The theme for this semester is Japanese woodblock prints. We will carry out the many and diverse components involved in creating a gallery installation, from conception to execution, including concept development, catalog and label entries, accessibility, layout, and design. The course will culminate with an

installation at the DAC, which will include an accompanying publication as well as permanent online catalog entries for individual prints on the DAC's website.

Images of the floating world, or ukiyo-e, refers to a genre of Japanese art that emerged in the 17th century to depict the pleasures of life of that period--beautiful women, famous kabuki actors, views of famous places, and erotic pictures, among other subject matter. In most cases, these are woodblock prints, images produced by craftsmen from woodcuts based on originals painted by artists. Because they could be produced quickly, cheaply, and in large numbers, woodblock prints were exceptionally well-suited for the representation of the latest fashions or politics. Ukiyo-e prints made their way to Europe in the 19th century and remain the most popular form of East Asian art in the West. The Davison Art Center has around 600 Japanese woodblock prints in its collection, ranging in date from the 17th to 20th centuries and including works from all the major artists of the Edo period (1615-1868).

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ART**Identical With: **ARHA263A**Prereq: **None****CEAS238 Wartime Film Culture in the Japanese Empire**

Just as in many other countries, cinema, within a short time of its emergence, became the most popular entertainment in modern Japan. Mindful of this, the Japanese government tried to turn the country's film industry into an arm of its propaganda machine to support its imperial program, especially the military component. This began with Japan's invasion of the Chinese continent in 1931 and lasted through the end of World War II in 1945. How did Japan's private film studios respond to such governmental efforts? How did wartime Japanese cinema manage to strike a balance between being entertainment and political texts? What are the characteristics of Imperial Japan's wartime film culture, and how are they different from the counterparts in other countries? Was the campaign to support war via movie productions in Japan successful, in terms of providing seamless propagandistic messages? What kind of legacy has the wartime film culture left in contemporary Japan and East Asia?

In order to answer these questions, this course explores film culture of Imperial Japan and its territories during the wartime era, spanning roughly from the early 1930s through 1945. We will watch wartime films, and at the same time examine the ways in which the film culture coexisted along with other forms of visual propaganda practice and political discourses. While probing how the films reflect the 'virtues' of wartime conservatism, patriotism, perseverance, and self-control, this course will explore topics that include the propaganda culture of wartime Japan as a whole, Nazi propaganda and Japan, cultural films, monumental cinema, films featuring Japan-China or Japan-Taiwan romances, children-centered films, 'kokumin eiga,' films of volunteers and Japanese Spiritism, 'Military Mothers' and gender, and the defeatist aesthetics and cracks in Imperial Japanese cinema. While we will for the most part watch and discuss films directed by the Japanese of mainland Japan, including such prominent directors as Mizoguchi Kenji and Kurosawa Akira, the films produced in the Japanese colonies of Korea, Taiwan, and Manchuria--whether independent productions or collaborative efforts--will also be examined. Film production in colonial Korea, in particular, was quite vibrant, relative to the cinematic output of Taiwan and Manchuria. We will observe how the films made in Japan's colonies joined the empire-wide filmic war-mobilization campaign, presenting their own justifications for war cooperation. Ultimately, this course will ask what kind of relationship Japanese cinema has had with the state and Japanese nationalism during the mid-century of Japan's tumultuous modern history.

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**

**CEAS243 Theater/Drama Traditions of China and Japan**

This seminar offers a window into Chinese and Japanese drama and theater traditions from their beginnings to the 20th century. We engage issues of dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the Chinese dramatic genres of *zaju* and *chuanqi*; Chinese performance styles of Beijing opera and Kunqu; and Japanese dramatic genres and performance practices of *noh*, *kyogen*, *kabuki*, and puppet theater. Throughout the course, we engage closely with dramatic texts as literature, giving detailed thematic readings to some canonical and non-canonical plays. We also consider how dramatic writing and theatrical performance relate to broader trends in sociopolitical history and literary history, exploring how dramatic texts and theatrical performance embody a multivalent and multisensory space that is unique among creative enterprises. We deal with both the actor and the text, and consider how each are conditioned by modern and premodern contexts. No prerequisites are required, although some prior knowledge of China or Japan is helpful.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **THEA243, WLIT222**

Prereq: **None**

**CEAS244 Delicious Movement: Time Is Not Even, Space Is Not Empty**

Taught online by NYC-based artist Eiko Otake of Eiko & Koma, this course contemplates metaphorical nakedness and human and bodily experiences of time and space through interdisciplinary discourse. Students will examine how being or becoming a mover reflects and alters each person's relationships with challenges of the current world, with environment, with history, and with other beings. Topics of study and discussion include atomic bomb literature, postwar Japan, environmental violence such as Fukushima nuclear explosions, death, and pandemic. Together we will acknowledge how distance is malleable and how going to places is an act of choreography and self-curation. Through movement study, reading, writing, drawing, and discussion, the class will be a place of collective learning. Reading, film viewing, movement reviews and journal entries are required every week. Final Project will include an in-class presentation and final paper. Journals are graded by quality of thinking/writing and how they reflect homework assignments. The instructor is available for individual consultation throughout the course. Students are strongly encouraged to nurture their own rigor.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **DANC244**

Prereq: **None**

**CEAS246 Eccentricity, Gender, and Occidentalism in Edo-Period Art (1615-1868)**

This course will explore painting, textiles, prints, and ceramics of Edo-period Japan (1615-1868), with a focus on those produced in Kyoto and Edo (Tokyo). In addition to formal examination of the material and expressive qualities of the works of art under investigation, we will consider how other factors such as location, social background, religious faith, and degree of literacy of Edo-period artists found expression in their work.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA276**

Prereq: **None**

**CEAS248 South Korean Cinema: Re/imagining Modern History on Screen**

From its first productions during the colonial period to contemporary mainstream hits, South Korean cinema has been a contested sphere of the popular imagination regarding gender politics, modern Korean history, and political change. This course explores the films by the main directors of Korea to interrogate key problematic subjects in South Korean cinema, which include the discourse of modernity, the representation of historical and political trauma, the problems surrounding gender roles, and practices of film culture and industry. The film texts examined in this course include not only the breakthrough masterpieces of prominent film auteurs but also popular genre films that enjoyed box-office success. Through these examples, students will examine how the most influential popular art form in South Korea has recognized, interpreted, and represented the Korean societal issues on screen.

This course also seeks to establish a balance between understanding South Korean cinema as both a reservoir of historical memory and as an example of evolving East Asian films and world cinema. Through engagement with methodological issues from film studies in each week's readings, including the question of archives, national cinema discourse, feminist film theory, auteurism, and genre studies, students will learn how to analyze Korean filmic texts not only as a way to understand the particularity of South Korean cinema and history but also as a frontier of cinematic language in the broader history of film. In addition, students in this class will be encouraged to perform the comparative studies with other East Asian cinema in their short papers or the final projects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

**CEAS251 Japanese Economy**

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 the 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON362**

Prereq: **ECON301 OR ECON302**

**CEAS252 Global Philosophy**

Philosophy is not new, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what 'philosophy' means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL222**

Prereq: **None**

**CEAS253 Living a Good Life**

For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical 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 living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, 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?

This course will typically have two 80-minute lecture/discussion sessions each week in which the texts and ideas of major philosophers will be discussed, supplemented by smaller weekly student-led dialogue sessions. Please note that the locations for the different sections of this course are NOT accurately listed below. For details of the locations of each class session and breakout section, please see the course website: <https://livingagoodlife.wescreates.wesleyan.edu/>.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL210**

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: **RL&L254**

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**

**CEAS257 Japanese Philosophy**

This course traces the development of lines of thought from the Heian Period (794-1185) to the 21st century. Students will consider Japanese forms of Buddhism (including Zen) and Confucianism, as well as Japan's native tradition of Shinto. Students will also gain familiarity with the confluence of these traditions in the samurai (Bushido), and later incorporations of Western thought by the Kyoto School. The final section of the course, focused on Japanese aesthetics, invites students to engage in Japanese philosophy as a way of life.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL264**

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 Reform China**

This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Understand the emotional aspect of reform China and the inner feelings of contemporary Chinese people through popular music, from Mandopop, Cantopop, and C-pop to Chinese rock, China Wind, and Chinese rap. Popular music in reform China presents complex issues of state-sponsored popular culture intersecting with 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 contemporary sound and technology. We will consider: Why do songs from the 'jazz capital of the Orient' trigger nostalgia? Why did an 'extremely soft and feminine' voice from Taiwan threaten the Chinese Communist Party? Why did 'red songs' from the Cultural Revolution era become popular songs in the 21st century? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with political censorship, social justice, (trans)gender, ethnic minority identity, and environmental issues in popular music? What future is there for China's burgeoning 'networksongs'?

Knowledge of Chinese language is not necessary. Music materials in the course are drawn from the Sinophone world (mainland China, Hong Kong, Taiwan, and the Chinese diaspora).

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**

**CEAS264 Modern Chinese Philosophy**

We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL263**

Prereq: **None**

**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**

#### **CEAS266 Modern Korean Women's Literature and Film**

What are the salient issues addressed in Korean literature and film by female writers and directors? In what ways have Korean women intellectuals constructed their own identities in their literary and cinematic representations? How do female-authored works present women's problems in a light that differs from the predominant perspectives of their male counterparts? This course explores the female voice in novels, short stories, poetry, documentaries, and fiction films by Korean women from the 1910s to the present. Through selected works, we examine the struggles of early modern Korean feminists, women's lives in postwar society, and the female experience of displacement and belonging in contemporary Korea. In addition, the class occasionally questions how the Korean women's cinema and literature show the similarity with and/or difference from Chinese and Japanese counterparts in order to better contextualize the Korean cases within the East Asian and even broader world history and culture.

In this class, students will gain an understanding of the ways in which women come to a recognition of the problems they face and articulate these specific issues via their unique ways of representation. Through what are largely self-reflective narratives, students will explore how Korean women dealing with an oppressive political and cultural environment that had a variety of manifestations--such as colonialism, dictatorship, national division, and traditional patriarchy--strived to make heard and seen women's voice and vision and present their gendered experience as a critique of the male-centered society. The class consists of occasional film screenings, lectures, presentations, and discussions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **CEAS267 Philosophy and Culture of Traditional Korea**

Today, Korean studies is a viable subject in leading American institutions, mainly due to the nation's rising to the world power in the fields of economy and pop culture. Korea is also proud of its long history of intellectual tradition, which, compared with that of China and Japan, is never far behind in depth and breadth.

This course is designed to introduce students to the rich culture and philosophy of traditional Korea. More specifically, we will touch upon various schools or branches of thought that had been prevalent from the latter half of the 14th century to the early 20th century. Among these are Buddhism, Zen Buddhism, Confucianism, Neo-Confucianism, Taoism, and other native schools of thought. We will explore issues surrounding social structure, social and familial ethics, gender politics, legal and penal systems, and values and attitudes of the pre-modern Korean society, which was made up of the major dynasty, Joseon (1392-1910).

Upon successful completion of this course, students will be expected to have acquired enough knowledge about and taste in traditional Korean philosophy

and culture to serve as a prerequisite for the further exploration of in-depth Korean studies. Also, students will have an opportunity to compare and contrast the unique cultures of three Far Eastern countries: China, Japan, and Korea.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL257**

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 Environmental Politics in East Asia**

This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students 'do' environmental politics as well as study environmental politics through a civic engagement component.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT273, ENVS273**

Prereq: **None**

#### **CEAS274 Modern East Asia's Maritime Borderlands**

This course offers a perspective of East Asian history from the sea. Between the 17th and mid-20th centuries, port cities of Batavia, Canton, and Nagasaki, as well as the islands of Taiwan, Tsushima, and the Ryukyus, were situated at the crossroads of global trade networks and became sites of political contestation. Mariners, traders, and adventurers from different parts of the world converged on East Asia to profit from trade and military conflict. As a Chinese saying goes, 'The mountain is high, and the emperor is far away.' As the land-based empires on the Eurasian continent fade into the background, we begin to see the integral role of islands and port cities in shaping the economic and political order of the modern world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST225**

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, GRST267**

Prereq: **None**

#### **CEAS282 Place and Space in Literary Hangzhou**

The city of Hangzhou is unique in the Chinese cultural imagination. As a former dynastic capital, Hangzhou is saturated with the intrigues of China's turbulent political and social history. But the city is also famous as a literary and cultural center--a prime leisure location along the Grand Canal; the site of the famous West Lake (just as famously compared to the mythically beautiful Xi Shi); and the setting for numerous poems, short stories, and dramas.

This seminar explores the literary culture situated in and around Hangzhou, considering topics such as food, folklore, and tourism, in addition to the city's depiction in poems, short stories, and dramas. Our aim is to explore how the Chinese cultural imagination about Hangzhou--part of a broader imagining of the southern region of Jiangnan ('South of the Long River')--is built through these many layers of texts, histories, and spaces. With Hangzhou as our geographical focus, we consider materials from a range of genres (poems, short stories,



dramas, folktales, historical anecdotes) and time periods (Song to late Qing, with reference to the present as well). We consider how the image of Hangzhou is built up throughout time, and how the literary culture in and of Hangzhou is interwoven with the 'real' experience of the city as a space/place.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **WLIT221**

Prereq: **None**

#### **CEAS284 Buddhist Art and Architecture in East Asia**

Visual imagery plays a central role in the Buddhist faith. As the religion developed and spread throughout Asia it took many forms. This class will first examine the appearance of the earliest aniconic traditions in ancient India, the development of the Buddha image, and early monastic centers. It will then trace the dissemination and transformation of Buddhist art as the religion reached Central Asia and eventually East Asia. In each region indigenous cultural practices and artistic traditions influenced Buddhist art. Among the topics the class will address are the nature of the Buddha image, the political uses of Buddhist art, the development of illustrated hagiographies, and the importance of pilgrimage, both in the past and the present.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA284**

Prereq: **None**

#### **CEAS285 Pop Music Revolutionaries in Modern Japan**

This course addresses topics in popular music expression in modern and contemporary Japan, and considers trends and topics in modern Japanese society through the lens of different forms of popular music. It pays particular attention to instances of musical expression that can be understood as critical in nature, and addresses musical responses to moments of crisis, upheaval, and precarity in modern Japan. It also emphasizes the work of artists who have been at the forefront of various developments in Japan's popular music world. Our aim, in short, is to understand not only the songs and artists themselves, but also the historical, social, and political contexts within which they were produced. The course will thus approach music not merely as an abstracted object of study/analysis, but as a medium by which we might both expand our understandings of modern and contemporary Japan, and critique and build upon the discipline of area studies, as well.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

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: **ARCP290**

Prereq: **None**

#### **CEAS291 East Asian Archaeology**

This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with 'Peking Man' and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th Century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP291, ANTH291, ENVS291**

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 Japanese Politics**

This introductory course in Japanese politics 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 such as 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT296**

Prereq: **None**

#### **CEAS297 Chinese Politics**

This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as 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: **GOVT297**

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 the 'home islands' of Japan itself). It will also grapple with literary reflections on the experience of Empire, penned in the wake of Japan's defeat in 1945. 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**

### **CEAS302 Minority Voices in Japanese Film and Literature**

Although there is no such thing as a 'homogeneous nation' in the world, Japan often has been falsely regarded as a country of a singular ethnicity and civilization. Is Japan a nation-state of one race and unified culture? Who are the voices in Japan defying this kind of Japanese myth? How do they claim their rights and agencies as members of Japanese society? What peoples have been discriminated against by other communities, despite their indigenous Japanese roots? What kind of relationship do these internal 'others' have with the Japanese state?

This course explores Japan's domestic minorities as depicted in Japanese literature and film, whose stories and images have been largely untold and invisible in the mainstream culture. Among the various minority groups in Japan, we will pay special attention to four groups: (1) the country's culturally defined minority group since the feudal era, burakumin (the untouchables); (2) the country's oldest and biggest foreign ethnic group, Koreans ('zainichi'), and other Asians; (3) the people of Japan's internal colony, Okinawa; and (4) Japan's medical outcasts, the victims of atomic disasters in Hiroshima and Fukushima. Students will deal with materials about the specified groups produced by prominent figures in Japanese literary and cinema history. At the same time, students will examine materials created by the otherized subjects themselves to probe how marginalized beings represent themselves in ways that are different from the dominant media portrayals.

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, ENVS304**

Prereq: **None**

### **CEAS310 CEAS Senior Seminar**

This CEAS senior seminar is limited to CEAS majors. It is intended to be the other half of their proseminar experience, allowing majors to reconnect with their CEAS cohort, reflect on how their study abroad experience has influenced their understanding of East Asia, and facilitate the process of planning their capstone projects.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

### **CEAS320 Literature and Media in China: From Inscriptions to Print Culture to New Media**

What is the relationship between literary texts and 'books'? How did people read before the advent of print, and in what forms/contexts did this reading take place? How does the format of a text shape the 'message' that text conveys? How have new forms of media, such as digital technologies and the internet, changed how literature is understood and consumed? And how did all of these questions play out in the history of Chinese literature, specifically?

This course takes these questions as a starting point to examine the relationship between Chinese literary writing and the media forms in which this writing has circulated over time. The course is divided into three chronological units, based around the following core topics: (I) the material cultures of writing and reading in premodern China; (II) the advent of print and early modern Chinese textual cultures; and (III) forms of new media in modern Chinese literature. We begin each unit by studying some key methodological approaches to Chinese literature and its media forms. We then take up specific texts, examples, and case studies that explore the range of Chinese literary media. For the purposes of this course, the terms 'literature,' 'media,' and 'text' are all broadly defined. Indeed, a primary goal of this course is to work toward a concept of Chinese literature that takes issues of media, such as materiality, circulation, reading habits, and the process of writing into account.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

### **CEAS327 Progressive Confucianism and Its Critics**

Contemporary 'Confucianism' designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and are playing significant--and increasing--roles in the modern world. 'Progressive Confucianism' designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that

a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL327**

Prereq: **None**

#### **CEAS334 Native Matters: Materiality in Indigenous Literatures Across the Pacific**

This seminar contemplates the function and representation of materiality in contemporary indigenous literatures. It highlights the centrality of embodied practices in indigenous cultural lives. The primary texts for the course will be literary texts (novels, short stories, essays, and poems) from different indigenous communities, including from North America, East Asia, Austrasia, and Oceania. We may also deal with non-textual materials such as artifacts, maps, clothes, video games, etc. Readings will also include theoretical or philosophical works from indigenous and non-indigenous thinkers on the subject of materials and materiality.

The course will thematize materiality in two ways: the first is to understand materiality as a way for indigenous authors to represent or construct various understandings of indigeneity, either in traditional lifeways, modern indigenous realities, or indigenous futurisms, both within and between specific indigenous communities. The second is to engage with thing theory and materiality as a method of literary analysis.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM334, WLIT325**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, RL&L290, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

#### **CEAS343 Tibetan Religion**

This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as 'religion' and 'Buddhism' themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.

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**

#### **CEAS346 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 narrative and stylistic trends at work in the region and by considering individual films in a historical and industrial context. We will then develop our film analysis skills via formal comparison of the aesthetics of individual directors working in both popular and art cinema traditions as well as in different historical periods. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Mizoguchi Kenji, Ozu Yasujiro, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wang Xiaoshuai, Wong Kar-wai, Edward Yang, Yoon Ga-eun, and others will be featured.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM346**

Prereq: **(FILM304 AND FILM307)**

#### **CEAS347 Contemporary East Asian Cinema**

This is a seminar on comparative narrative and stylistic film analysis that focuses on contemporary pictures 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 narrative and stylistic trends at work in the region and by considering individual films in a historical and industrial context. We will then develop our film analysis skills via formal comparison of the aesthetics of individual directors working in both popular and art cinema traditions. The films of Wong Kar-wai, Tsai Ming-liang, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Lee Chang-dong, Wang Xiaoshuai, Tian Zhuangzhuang, Johnnie To, Edward Yang, Yuen Kuei, Hong Sang-soo, Tsui Hark, Peter Chan, Lee Hyun-ju, and others will be featured.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **CEAS355 Between Asia and Asian America**

In this seminar, we will critically examine the relationship between East Asia and Asian America, and explore the disjunction and connection between the two as geopolitical entities, historical concepts, academic fields, and sites of cultural expressions and political identity. Inquiring into key issues such as colonization, diaspora, race and ethnicity, Pacific and the transpacific, etc., this seminar seeks productive engagement between the disciplines without erasing their differences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **AMST355**

Prereq: **None**

#### **CEAS361 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, AMST313**

Prereq: **None**

#### **CEAS362 Sumi-e Painting II**

Sumi-e Painting II is an advanced class for which Introduction to Sumi-e Painting (ARST 260) is a prerequisite. In this course, foundation techniques will be expanded upon. We will re-examine traditional techniques and composition, and there will be exploration of new contemporary techniques. There will also be experimentation with tools beyond the brush. This course will introduce a concept based approach to narrative and content. Students will be encouraged to develop a personal style and method.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST362**

Prereq: **ARST260**

#### **CEAS363 Microfoundations of Growth in China**

The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON363**

Prereq: **ECON300 AND ECON301**

#### **CEAS379 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage**

This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel.

Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA379, MDST378**

Prereq: **None**

**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, ENV5381**

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**

Identical With: **FGSS390**

Prereq: **None**

**CEAS395 From Fascism to Fukushima: Navigating the Everyday in Modern Japan**

Terms like 'fascism' and 'nationalism' have begun to creep into popular and media discourse on contemporary social and political experience, both in Japan and elsewhere. But what do terms like these actually mean? How can we conceive of the phenomena that they are meant to signify? This course explores questions like these (and others) by attending to the experiences of everyday life--what scholars have called 'everydayness'--in modern and contemporary Japan. By attending to literature, music, film, and scholarly texts, we will consider some of the different ways in which 'Japan' has been understood by different individuals in different historical moments, and think about the ways in which the contingent experience of living the everyday can engender specific--often ambiguous--political stances upon the world. By emphasizing the transnational commonalities of 'everydayness' as the experience of life under capitalism, we will note some of the ways in which the everyday in modern Japan opens up ways for thinking about our own social and political moments, as well.

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**

#### **CEAS406 Senior Thesis Seminar**

This course will guide and support senior thesis writers in CEAS (College of East Asian Studies) to draft, revise, and complete their thesis projects. This course supplements students' one-on-one tutorials with their thesis advisors by offering a dedicated space to develop and discuss their projects in a supportive environment of peers. Over the course of the semester, students will utilize library resources, conduct empirical research, revise drafts of existing work, reflect on their own research and writing processes, and share their findings with classmates. Course materials will be drawn primarily from students' own thesis work.

Course topics include sessions on assessing sources, making strong arguments, formatting and bibliographies, understanding the 'state of the field,' writing and revising drafts, and sharing research findings. There will be numerous opportunities for giving and receiving feedback on work in progress.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **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 janggu drum. Students will learn to play a range of percussion instruments including janggu, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing).

Through the janggu, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles.

The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas,

and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC413**

Prereq: **None**

#### **CEAS414 Korean Drumming and Creative Music Advanced**

This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming. Attendance and additional practice time is mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester.

Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC414**

Prereq: **MUSC413**

#### **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 Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. 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 is course is for students who have taken Beginning Taiko. Acceptance to this class is at the discretion of the instructor. Students will learn more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.

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**

Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussions. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances. 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: **OPT**

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: **OPT**

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, and 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: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-CIS**

Prereq: **None**

**CIS116 Designing Books**

This intensive course will help students to understand how books are physically designed and created. Students will learn to use the book format in their work as a means of expanding, preserving, and restructuring ideas. After a visit to Special Collections and Archives to look at examples of artists' books and a review of 1200 years of Eastern and Western book binding types, students will make at least eight books, including an accordion book, a long-stitch book, a Coptic stitch book, side-sewn bindings including a Japanese four-hole stitch books, variations on pamphlet binding and a map fold book, as well as a simple box. The properties of bookbinding materials will be discussed in detail. No prior experience is necessary.

Offering: **Host**



Grading: **Cr/U**

Credits: **0.50**

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 and metacognitive 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: **0.50**

Gen Ed Area: **SBS-CIS**

Prereq: **None**

#### **CIS150 The Science Behind Popular Scientific Literature**

The Science Behind Popular Scientific Literature. This course focuses on academic STEM writing and is an exploration of the scientific literature in the reference list of Elizabeth Kolbert's 'The Sixth Extinction.' Assignments will consist of numerous low-stakes writing prompts with extensive peer and instructor feedback, and a term project paper constructed along the lines of a STEM review paper. This course fulfills a key need in developing science literacy and teaching students how to find and use reliable sources to critically evaluate popular science writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **WRCT150**

Prereq: **None**

#### **CIS150F The Science Behind Popular Scientific Literature (FYS)**

The Science Behind Popular Scientific Literature. This course focuses on how to present material to a scientific audience and is an exploration of the scientific literature in the reference lists of Rachel Carson's 'Silent Spring.' Assignments will consist of numerous low-stakes writing assignments with extensive peer and instructor feedback, and a term project paper constructed along the lines of a

STEM review paper. This course fulfills a key need in developing science literacy and teaching students how to find and use reliable sources to critically evaluate popular science writing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **WRCT150F**

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 CO<sub>2</sub> 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, BIOL160**

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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **IDEA170, PHYS170**

Prereq: **None**

#### **CIS170Z 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: **OPT**

Credits: **1.00**Gen Ed Area: **NSM-CIS**Identical With: **IDEA170Z, PHYS170Z**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: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **NSM-CIS**Identical With: **IDEA173**Prereq: **None****CIS175 Principles of Engineering**

Students will learn about engineering mechanics, electronic control systems, and physical actuators (e.g., for movement) using a microprocessor platform, sensors and motors. The final project will require a student team to ideate, design, analyze, and optimize a mechatronic system. This course will allow students to better understand components, methods, and challenges in mechatronics systems commonly found in automation and robotics. This course fulfills the project-based Design & Engineering course requirement for the Integrated Design, Engineering and Applied Science (IDEAS) minor degree program.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-CIS**Identical With: **IDEA175**Prereq: **None****CIS210 Materials and Mechanics**

This lab/lecture engineering course is a foundational cornerstone of structural analysis and mechanical design. It will provide students with a theoretical and practical understanding of static equilibrium force systems, material response to loading, and analysis of failure modes for each of the fundamental types of stress and strain (axial, flexural, and torsional). These skills are vital for students from a range of disciplines, including mechanical engineering and architecture. The final project will require the design, implementation, and performance testing of an optimized structural system model, such as a truss bridge, building, or other structure.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **NSM-IDEA**Identical With: **IDEA210**Prereq: **IDEA170 AND (PHYS111 OR PHYS113)****CIS221 Research Frontiers in the Sciences I**

This seminar is designed to introduce students to the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have

not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.

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 the exciting and cutting-edge research activity at Wesleyan across all the sciences and mathematics, and to introduce faculty with active research labs to students interested in working in a lab. The course showcases what research at the college level actually entails, and which projects Wesleyan faculty are actively researching. CIS 221 is scheduled in the fall, CIS 222 in the spring. Both are gateway classes to admission into the CIS, but also recommended to students broadly interested in the sciences who have not yet decided on a major. There is no overlap in speakers between CIS 221 and CIS 222, and students may take both.

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: Machine Learning Methods for Text, Audio and Video Analysis**

In this course, students will learn machine learning techniques to analyze text, audio, and video data. The course consists of three parts: text analysis, audio analysis and video analysis. Each part will first introduces how these non-traditional data can be converted into mathematical objects suitable for computer processing and, particularly, for the application of machine learning techniques. Then students will learn a selection of supervised and unsupervised learning algorithms that are effective for text, audio, image/video analysis. Finally, students will explore major applications of these techniques such as sentiment analysis, speech emotion recognition, face recognition, pedestrian detection, keyframe extraction.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **NSM-QAC**Identical With: **QAC239**Prereq: **COMP112 OR QAC155 OR QAC156****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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **QAC241**

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**

#### **CIS251Z 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: **QAC251Z**

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**

#### **CIS285 Form And Code**

In this course, students will learn to use computers and software as platforms for creative expression. Following a series of intensive coding workshops, students will learn to execute projects involving chance operations, rule-based systems, simulated autonomy, and interactivity. These projects will emerge as animations, drawings, prints, and screen-based artworks. Students will work primarily with the creative coding applications Processing and Grasshopper. These are coding environments designed by artists to facilitate the use of data, mathematics, and computation in visual practice. In addition to learning to program, students will translate their code into physical artifacts using computer-driven hardware such as a CNC router, a laser cutter, and Arduinos. Additionally, students will be exposed to the history and practice of generative and computational art through lectures and student presentations. This conceptual work will emphasize the formal and critical paradigms of computational media and design beginning in the 1960s.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST285**

Prereq: **ARST131**

**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: **NSM-QAC, SBS-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. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and the course will increase students skill in scientific writing and scholarship. Due to the ongoing pandemic, in the Fall of 2020 the course will be all online with both synchronous and asynchronous instruction, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL310, MB&B311**

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 Special Topics in Integrative Sciences**

This course is open to all Wesleyan students interested in learning about equity and inclusion in STEM. The first half of the semester will focus on providing an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course. In the second half of the course, we will discuss science topics with the goal of developing an integrative perspective of each topic. Initial discussions will focus on the Drake equation, an equation developed to understand the

probability of finding intelligent life on another planet, and will move on to discuss other topics of interest. Classes will include guest lectures from faculty members who will discuss aspects of the Drake equation from the point of view of their own expertise. Students will also work on their presentation skills, oral and written, as this is a primary means for scientists to communicate with their peers and the public.

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: **NSM-QAC, SBS-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**

### **CIS340 STEM Equity and Inclusion**

This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CIS540**

Prereq: **None**

### **CIS342 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, crisper 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM342, BIOL342, MB&B342**

Prereq: **CHEM252 OR MBB208**

### **CIS350 Computational Media: Videogame 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: **2.00**

Gen Ed Area: **NSM-IDEA**

Identical With: **IDEA350, FILM250, COMP350**

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&ES376**

Prereq: **E&ES101 OR E&ES115 OR ASTR155 OR MB&B181**

### **CIS400 Professional Development and Graduate School Preparation Seminar**

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: **None**

Prereq: **None**

### **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**

**CIS540 STEM Equity and Inclusion**

This course is open to all students at Wesleyan interested in learning about equity and inclusion in STEM. A weekly seminar will provide an overview of topics related to STEM equity, including the demographics of STEM fields, relevant sociology/psychology research (implicit bias, stereotype threat, impostor syndrome, mindset, etc.), ethics, social justice, and best practices for inclusive departments and programs. Students will be required to develop and evaluate proposals for activities to increase STEM equity and inclusion at Wesleyan, using the information provided during the seminar component of the course.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CIS340**

Prereq: **None**

# COLLEGE OF LETTERS (COL)

**COL101F Truth and Lies in Crime Writing (FYS)**

This course will explore a range of crime fiction and nonfiction, from literary classics to genre-based texts. Readings will include Dostoevsky's 'Crime and Punishment,' Edgar Allan Poe, Raymond Chandler, and P.D. James, and nonfiction works such as 'In Cold Blood,' Robert Kolker's 'Lost Girls,' and Charles Barber's 'Citizen Outlaw.' A theme of the class will be the duplicitous and elusive nature of truth and objectivity in both the journalistic and fictional accounts. Students will have the opportunity to write a short piece of crime fiction or narrative nonfiction, in addition to analytical papers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

**COL108F Language (FYS)**

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**

**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**



**COL112F The European Novel from Cervantes to Calvino (FYS)**

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**

**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 workshoping, will be treated as an integral part of our course of study.

Offering: **Host**

Grading: **OPT**

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**

**COL119F Narrating Pandemics (FYS)**

With COVID-19 bringing a combination of stressful social isolation and unusual amounts of free time, people have been turning to representations of pandemics in fiction and film both as a kind of ironic escapism and as a potential source of comfort and insight into present conditions.

This course will look closely at some of these fictional representations, especially from the genre of speculative fiction, to get a sense of how pandemics are narrated and of what aspects of our social world are illuminated by this narrating. While we will look briefly at the history of pandemics from the Black Death through the 20th-century developments in virology, immunology, and epidemiology, our primary focus will be on more recent texts--ones responding to the AIDS crisis of the 1980s, along with ones inspired by more recent outbreaks of Ebola, avian flu, H1N1, etc. The selection of texts will not attempt to give a representative overview of the genre, but rather a set of starting points for thinking about narrative form and representational strategies in relation to the depiction of pandemics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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: **RL&L122**

Prereq: **None**

**COL121F Writing About Social Issues (FYS)**

This FYS course will involve close reading of classic journalistic books on complex social issues and opportunities for students to write their own articles on social and political concerns of interest to them. Texts will include William Finnegan's COLD NEW WORLD, Charles Barber's CITIZEN OUTLAW, Bryan Stevenson's JUST MERCY, Rebecca Skloot's THE IMMORTAL LIFE OF HENRIETTA LACKS, Barbara Ehrenreich's NICKEL AND DIMED, and Jennifer Gonnerman's reporting in 'The New Yorker.' The distinction and tensions between advocacy and 'objective' reporting will be an ongoing point of discussion in the course.

Students will produce three feature-style pieces based on their own original research and reporting.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**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: **RL&L123, FGSS123, MDST125**Prereq: **None****COL123F Love, Sex, and Marriage in Renaissance Europe (FYS)**

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, friendship, religion, family and class structures, and divorce.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **RL&L123F, FGSS123F, MDST125F, WLIT249F**Prereq: **None****COL125F Staging America: Modern American Drama (FYS)**

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: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL175F, AMST125F, AFAM152F, FGSS175F, THEA172F**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: **RL&L129**Prereq: **None****COL130F Thinking Animals: An Introduction to Animal Studies (FYS)**

In 1789, British philosopher Jeremy Bentham wrote: 'The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'" This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, 'the question of the animal.' Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of 'the animal' to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-COL**Identical With: **FGSS130F**Prereq: **None****COL138F Masculinities (FYS)**

This course offers an interdisciplinary approach to the study of masculinities, focusing on the difficulty of disentangling the (social-) scientific questions of what men are (and how they come to be that way) from the interpretive question of what masculinity means. We will survey a range of perspectives from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholarly accounts might fit together to form a more comprehensive interpretive framework, we will also be engaging in critical analysis of examples from contemporary television and film that will help us to understand the role that representation plays in our cultural constructions of masculinity.

Offering: **Host**Grading: **Cr/U**Credits: **1.00**Gen Ed Area: **HA-COL**Identical With: **PSYC138F**Prereq: **None**

**COL150F Great Books Unbound: Self and Other (FYS)**

Where, how, and why do we draw the boundaries of self and other? In this course, we will discover, analyze, and debate how texts from antiquity to the present have generated and questioned ideas of me and you, us and them: from Shakespeare's tale of love's language ('Romeo and Juliet'), to Plato's exploration of love's meaning ('Symposium'), to the Egyptian retelling of the legend of Alexander the Great (the 'Alexander Romance'), and to Camus' portrait of community in crisis ('The Plague').

This course equips students to unbind influential texts from their traditional readings through the College of Letters's collaborative and interdisciplinary approach. This course combines small FYS discussion sections with weekly mini-lectures by three professors from different disciplines (philosophy, literature, history), and occasional writing workshops. Designed as a gateway course to any of the core humanities disciplines, Great Books Unbound is not a prerequisite for a College of Letters major, but students considering the major are strongly encouraged to enroll.

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**

**COL189 Introduction to History: History of the Present**

In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST189**

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**

Identical With: **ENGL214**

Prereq: **None**

**COL202 Poetry and Politics: Pound, Arendt, Lowell**

By focusing on the connections among two poets and a political philosopher, this seminar will explore the problematic relationship between art and political life. Robert Lowell sought Ezra Pound as a poetic mentor; Lowell and Hannah Arendt were friends; and all three became embroiled in controversies over the relationship between morality and aesthetics after World War II. The course will ask to what extent poetry can be politically destructive and morally culpable and, conversely, consider whether the writing of poetry can be a redemptive act. Writing assignments will encourage students to focus their discussions of political and aesthetic theory through case studies and to relate ideas to poetry through close readings.

The class will read selections from Pound's CANTOS, including the PISAN CANTOS (1948), giving careful consideration both to his poetic theory and to his attraction to fascism. Our discussion of Pound will conclude with a sustained study of the debates that erupted when the fascist Pound was awarded the 1949 Bollingen Prize for poetry. We will then focus on Arendt's critique of fascism and totalitarianism and her belief that writing, or storytelling, can be morally and politically redemptive. Readings from Arendt will range from THE ORIGINS OF TOTALITARIANISM (1950) to 'Thinking and Moral Considerations' (1984; posthumously published). We will read EICHMANN IN JERUSALEM (1963) in its entirety and consider it as both a treatise in political theory and as a historical narrative. By revisiting the controversy that greeted its publication, we will again take a public debate as a case study that allows us to consider the relation of art and morality. Finally, we will discuss Lowell's poetry as a possible example of the kind of storytelling Arendt endorses, reading LIFE STUDIES (1959) and much of NOTEBOOK (1970). At the same time, we will explore Lowell's admiration for Pound (he was on the committee that awarded Pound the Bollingen prize) and ask to what extent his poetry adequately responds to the dilemmas posed by Pound's example.

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**

**COL207 The Political Animal**

In this seminar we will read a series of texts that depict the human being in its capacity as political animal. We will consider what kind of beast is created when

a mass of people get together. How do you distinguish between the needs of the individual and the needs of the community? What happens when these needs conflict? We will also ask what qualities are demanded of the individual by the community - bravado? Wisdom? Unscrupulousness? Particular attention will be given to moments when the individual attempts to win the community's respect or sway its opinions. How do you influence the public? Does the best person always make the best leader? The course will cover a long chronological range of works, from classical tragedy to the 20th-century novel. It will also address a variety of political situations, communities, and actors: battles and elections; utopias and dystopias; heroes, demagogues, and outcasts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

#### **COL208 The Art and Science of Social Engagement**

This course will focus on methods and approaches to engaging traditionally underrepresented groups in the social and political process. The instructor will draw on his work conducting federally funded studies on social and political engagement with historically marginalized populations--individuals living in poverty, those diagnosed with mental illness, and those with histories of incarceration--which have shown increased well-being and enhanced civic participation. A particular focus will be on the transformation of the narrative identities of individuals from 'outsiders' to participants, in the genres of memoir, biography, and poetry, as well as sociological studies. The course will contrast formal 'evidence-based' approaches of social engagement with stories of individual inspiration and transformation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **AMST268**

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**

#### **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, MDST220**

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 liberation, feminist, 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**

#### **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: **RL&L224, 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 organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (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**

Identical With: **WRCT227, ENGL228**

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: **OPT**

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**

**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**

### **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: **RL&L226, ITAL226, RELI218, MDST226**

Prereq: **None**

### **COL236 Don Quixote: How to Read the Ultimate Novel**

No novel is more celebrated than 'Don Quixote,' albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and 'life' or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for 'the real world' is often as nutty as the hero himself. We will read, discuss, and write about 'Don Quixote' in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L236, MDST236, WLIT247**

Prereq: **None**

### **COL237 Introduction to the Hebrew Bible (Old Testament)**

This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for us today? By beginning at the beginning and proceeding systematically through the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts' function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI201, MDST203, CJST244, WLIT281**

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, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **FGSS239, ENGL252**

Prereq: **None**

#### **COL240 The Birth of Modern Art, 1750-1900**

This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. The story of modern art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of experience, and in which collective ideals gave way to expanded individual freedoms. Themes we will explore in this class include the advent 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 fragmentation of the visual arts into fine and applied arts and attempts at the end of the century to reunify them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA240, RL&L240**

Prereq: **None**

#### **COL241 Sophomore Colloquium 1: Antiquity**

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**

#### **COL242 Sophomore Colloquium 2: The Middle Ages**

Beginning with the COL class of 2023, this is the second of the five multidisciplinary colloquia required of all COL majors and must be taken in the second semester of the major's sophomore 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: **HA-COL**

Prereq: **COL241**

#### **COL243 Junior Colloquium 1: The Middle Ages**

For the COL class of 2022, this is the second of the five multidisciplinary colloquia required and must be taken in the first semester of their 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 2: The Early Modern Period**

For the COL class of 2022, this is the third of the five multidisciplinary colloquia required and must be taken in the second semester of their 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 1: The 19th Century**

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 subject matters 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 2: The 20th and 21st Century**

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 and 21st century, extending from 1900 to 2020.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

#### **COL247 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 selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others--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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **CCIV118, HIST247**

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**

#### **COL250 The Renaissance Woman**

This course takes seriously the socio-economic, cultural, religious and aesthetic restrictions placed on early modern women, and the ways in which early modern women exercised considerable authorial agency in the aesthetic-fashioning of literary tropes and forms of thought. Often reforming, reinventing, revising and re-imagining literary, scientific, and philosophical outlooks, these women fostered and created forms of resistance, subversion and cultural influence from within and without their historically specific cultural norms. This course recovers works that were frequently written out of the study of the Renaissance during the eighteenth, nineteenth and twentieth centuries in order to grapple with the imaginative, scientific and philosophical voices of women writing under the constraints of their time.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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**

#### **COL252 Writing Love: Articulations of Passion, Genres of Intimacy**

What is love? How do we understand the amorous? How do we write the erotic? Is the passionate necessarily opposed to the intimate? Can the prosaic be poetic? This course investigates literary works that depict, problematize, immortalize, and give expression to the varied and nuanced forms of erotic love in human relationships. We will examine and employ the art of verbal language in articulations of passion and genres of intimacy found in philosophical discourse, lyric verse, epistolary exchanges, prose fiction, and dramaturgical and cinematic representations. By working through a liminal space between the sensible and the intelligible, desire and devotion, ineffability and fidelity, absence and presence, mortality and immortality, we will posit and discuss the perennial question: What is love?

Students will be given the opportunity to write analytically and creatively in response to the assigned readings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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**

#### **COL255 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, MDST245**

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**

### **COL257 Remembering Selves: Forces and Forms of Autobiography**

The Delphic Oracle commands 'know thyself,' 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**

### **COL258 The Word for World is Information: Ideologies of Language in Science Fiction & Film**

By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out—sometimes in strangely warped or oversimplified forms—into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL260**

Prereq: **None**

### **COL259 The Human Condition: Arendt, Nietzsche, Marx**

'God is dead,' the philosopher Friedrich Nietzsche wrote at the close of the 19th century, 'and we have killed him!' Nietzsche presents these words as being proclaimed by 'a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly.' Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial 'The Human Condition' (1958), in which she presents the history of how in the Western philosophical tradition the active life (the *vita activa*, as distinguished from the *vita contemplativa*, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the 'metabolism between humans and nature' (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern 'life and labor philosophers' and foremost representatives of philosophical 'naturalism,' and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a 'life-denying' death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist 'law of value') of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **GRST288**

Prereq: **None**

### **COL261 Castles of Cards: Italian Romance Epic Storytelling Lab**

Celebrated authors of 20th-century Italian literature such as Italo Calvino and Gianni Celati have included in their works several features of Renaissance romance epic, from the importance of orality and the idea of sharing stories with a community of listeners to multi-threaded narratives and a playful attitude to the world of storytelling. The current popularity of fantasy literature and TV series puts us in an ideal position for the study of the chivalric romance and for an exploration of the continuities and the differences between past and present literary forms. In this course we focus on canonical and less canonical texts of the Italian Renaissance epic and their modern rewritings. After a multimedia investigation of Andrea da Barberino's 'Guerrin Meschino,' Luigi Pulci's 'Morgante,' Boiardo's 'Innamoramento de Orlando,' Ariosto's 'Orlando Furioso,' and Tasso's 'Gerusalemme liberata' along with their rewritings by authors such as Bufalino, Nori, Celati, Calvino, and Giuliani, we will take inspiration from Calvino's 'Il castello dei destini incrociati' to transform the classroom into a storytelling lab. The same deck of tarot cards that Calvino used for his book will help us to take part in a role-playing game and create a collaborative story that will gradually unfold throughout the semester. The class aims both at studying the Italian romance epic in order to reenact it creatively and also at using this



collaborative rewriting as an interpretive tool to explore Renaissance literature from within.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL260**

Prereq: **ITAL112**

#### **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.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS252, REES252, RULE252, WLIT252**

Prereq: **None**

#### **COL264 Critical Theory: From Karl Marx to Angela Davis**

According to the Frankfurt School philosopher Max Horkheimer's 1937 essay 'Traditional and Critical Theory,' Critical Theory aims at dislodging traditional theory's reliance on the assumption that to theorize means to categorize and explain facts from a trans-historically fixed position. Instead, Critical Theory wants to uncover the formative socio-economic processes of exploitation, struggle, and domination that underpin both the objective appearance of reality and our subjective ability to become conscious of them. In doing so, it not only wants to critique the very foundations of society and subjectivity but also wants to ignite a utopian imagination. Although Critical Theory draws on the concepts of the Western philosophical tradition (in particular on Kant and Hegel), it views them as being tainted by the 'irrational totality' of bourgeois society that structurally blocks the realization of genuine freedom, equality, and liberation from fear. Hence, Critical Theory is concerned not only with the critique of specific social ills but also with the abolition of their systemic causal conditions. For this reason, it is by design a practical and activist mode of theory, as exemplified by an insight Herbert Marcuse attributes to Angela Davis: 'the philosophical idea, unless it was a lie, must be translated into reality.'

In this seminar, we will do three things: 1) Retrace the genesis of Critical Theory from Marx's appropriation of Hegel's dialectical method to Lukács's theory of reification; 2) Explore the Frankfurt School's ambition to establish Critical Theory as an encompassing, multi-disciplinary research program addressing the pathologies of capitalism from the interlocking perspectives of social and economic theory, psychoanalysis, empirical social research, aesthetics, and ethics; 3) Examine how contemporary heirs to the tradition of Critical Theory such as Angela Davis, Sianne Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST, SBS-GRST**

Identical With: **GRST254**

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**

#### **COL269 Modern Aesthetic Theory**

As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that 'art, in its highest vocation, is and remains for us a thing of the past.' Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebosity of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **PHIL269**

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**

#### **COL274 Outsiders in European Literature**

Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the

experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL264**

Prereq: **None**

#### **COL278 European Realist Novels**

The realist novel has a strangely ambivalent legacy. On the one hand, like other literary forms, it is repeatedly consigned, dismissively, to an earlier moment in literary history: surpassed by modernism, reimagined by postmodernism, and replaced by film, television, and whatever forms of new media might presently emerge. Yet it has also clearly endured--in the popular imagination as well as in the academy--as a pervasive norm, continually setting the standard against which popular narratives may be judged to be successful and (more importantly) serious. Reading these novels, then, does not just teach about an important period in literary history (though it does that, too); it gives us a better understanding of what we continue to expect from the fictional stories that claim to represent the world around us.

We will spend the first six weeks on an overview of the influential tradition of French realism, reading representative texts by Stendhal, Balzac, and Zola. In the second half of the semester, we will delve into two longer novels that have often been regarded as exemplary (even paradigmatic) works of realist fiction: Eliot's *Middlemarch* and Tolstoy's *Anna Karenina*. While the emphasis will be on the novels themselves--what they do and how they work--we will also read a small selection of secondary texts (variously critical, historical, and theoretical) on realism, narrative, and the novel as genre.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **RL&L278**

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. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279, GELT279**

Prereq: **None**

#### **COL279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)**

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that

we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279F, GELT279F**

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**

Prereq: **None**

#### **COL281 Histories of Race: Science and Slavery in an Age of Enlightenment**

The concept of race was first 'invented' during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this 'proto-raciology,' the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of 'blackness' organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RLAN**

Identical With: **FREN275**

Prereq: **None**

#### **COL283 The Rationalist Tradition in Early Modern European Philosophy**

This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **PHIL254**

Prereq: **None**

#### **COL285 The Essay from Page to Web Page**

We will begin by familiarizing ourselves with canonical examples (ranging from the 18th century to the first two decades of the 21st century) of the two largest categories of the heterogeneous essay genre: the personal, meditative, expressive essay on the one hand and the public, satirical, argumentative-critical, journalistic essay forms on the other. We will then investigate - by both reading and writing - how essayistic prose has been reshaped, even transformed, in the digital era. Both the enduring aspects of the essay and those that change from print to pixel will be our objects of investigation. One month into the semester, students will begin research on the web, identifying and sharing both shorter online posts and long-form descriptive, analytical and polemical writings they will argue for as significant. Concurrently, they will begin to compose original work in the emergent genres and forms of digital prose, in both short postings and longer pieces ranging from the descriptive to the intellectual and polemical, such as reviews and political and cultural critiques. The course will explore how form and content alter together, as cultures think about, criticize, theorize, and reshape themselves in new media. We will analyze the new norms and conventions of reading and writing that emerge in this process to develop an understanding of how we skim, read, absorb and experience the digital writing that now constitutes much of the public sphere.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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**

#### **COL287 Nietzsche als Versucher (CLAC.50)**

The term 'Versucher' combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes 'Versucher' as 'the not-undangerous name [he] dares to bestow' on the 'philosophers of the future'--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 'Nietzsche - Science, Psychology, Genealogy,' though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CGST290, GRST330, PHIL253**

Prereq: **None**

#### **COL290 Nietzsche - Science, Psychology, Genealogy**

This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **PHIL252, GRST290**

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, and 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. The course also explores phenomena like the 'Ostalgie' and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST302**

Prereq: **GRST213**

#### **COL292 Reason and Its Limits**

This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's 'critique' aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, 'transcendental idealism,' holds that 'reason has insight only into what it produces after its own plan' (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness--but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL291**

Prereq: **None**

#### **COL295 Constantinople: A Digital Archaeology of Medieval Rome**

Constantinople was founded as New Rome by Emperor Constantine the Great in 330. From there, its history is that of the heart of the medieval Roman (Byzantine) Empire, which lasted until 1453, when it was succeeded by the Ottoman Empire and the city was called Istanbul. Now, we're making medieval Constantinople come alive again with an interactive map-based digital encyclopedia. In this course--which requires no previous background in history--students will be introduced to the history of Constantinople and medieval Rome. Then, after exploring the textual and material relics of this medieval metropolis, students will pursue their own research interests by collaborating on a public digital database (<https://arcg.is/0e4Lb4>). At the end of the course, students will draw from this database to craft their own histories, applying both imagination

and analysis into believable and reliable stories that convey the diversities and paradoxes of life in The City.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **HIST230, MDST128**

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**

#### **COL299 Freud**

This course offers a close, critical study of Freud's psychoanalytic writings through the major phases of his career. We will be attending to individual texts, ongoing issues, the cogency of his theoretical formulations, the reasons for his revisions and the range of his relevance.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST222**

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**

#### **COL306 Spectacles of Violence in Early Modern French Tragedy**

The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts—many of which staged physical violence—not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN306, THEA292**

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: **Host**

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 & the Poet: Lyric Subjectivity and Phenomenology**

Who is the poet? What is subjectivity? How is the 'Lyric I' located and articulated? How do lyrics reify their own claims to truth? Is there a role for the poet in society? What is the relationship between critique and creation? This course examines the poet in relation to various formulations of subjectivity in the history of phenomenology. We will explore how lyric subjectivity may speak truth without deferring to or differing from empirical and objective truth claims. We will consider whether the history of the lyric can be read as a series of observations that contribute to understandings of subjectivity, agency, and intersubjectivity before and after the theological turn in French phenomenology. Readings in lyric poetry will be paired with readings in phenomenology as a way of putting poetry and philosophy into conversation. Assignments will be both analytic and creative.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. 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 five 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, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's 'Spanish Hamlet' Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Cervantes's border-crossing Catalina, the Ottoman sultan's Spanish queen) and their virtuosic 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 the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five 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 plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

This counts as a Theater Method course for the Theater Major.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN231, THEA231**

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**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN236, MDST254**

Prereq: **None**



**COL328 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 60 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; of animals, 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, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, Reinhart Koselleck and Gabrielle Spiegel.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST338**

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.

For further information visit the course web site at: <https://span301.site.wesleyan.edu/>

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L301, SPAN301, FILM301**

Prereq: **None**

**COL335 Sophist, Statesman, Philosopher: Plato's Later Metaphysics and Politics**

How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides's puzzle and explore Plato's solution to them in two of his later-period works: the Sophist and the Statesman. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM331, PHIL306**

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: Modernist Experiments with Meaning**

In 'The Use of Poetry and The Use of Criticism' (1933) T.S. Eliot wrote, 'The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog.'

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) 'meaning' Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic

readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **ENGL346**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, CCIV393, CEAS340, RL&L290, GRST231, RUSS340, RULE340, REES340**

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**

### **COL342 The Word for World is Information: Ideologies of Language in Science Fiction & Film**

By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing

versions of such a theory circulated through academic disciplines as disparate as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logics of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.

Readings will likely include scholarly works by Norbert Wiener, Benjamin Lee Whorf, Roman Jakobson, Noam Chomsky, Warren Weaver, and others alongside science fiction texts by George Orwell, Damon Knight, Samuel Delaney, Ursula K. Le Guin, Suzette Haden Elgin, Neal Stephenson, Koji Suzuki, and Ted Chiang (with special attention to television and film adaptations).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

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**

### **COL348 Cybernetics and Ghosts: Narrative Machines and Posthumanist Fiction**

Within certain texts that have been canonized under the various rubrics of postmodernist, posthumanist, and cyber fiction, there is a yearning to either discover or banish what in the mid-20th century was quaintly referred to as the 'ghost in the machine.' On the one hand, these texts offer a model of literature and of narrative as machine: produced algorithmically (e.g. via combinatorial recursion) or through the application of some experimental constraint, conceit, or gimmick, they seem to be functioning according to a program or plan rather than relating the events of a human life. Against or within this formal framing, these novels find themselves having to account for their human characters (and readers) in one of two ways: either by mechanizing them (in their motivations, their behaviors, and even their narrative desires) or by appealing ultimately to some sort of spirit, inspiration, or even ghost.

This course will examine the ways that several of these texts attempt to make sense--simultaneously--of mechanist models of the human (particularly derived from cybernetics) and of their own seemingly inorganic--and even alienating--narrative forms.

Primary texts will include novels and stories by Georges Perec, Jorge Luis Borges, Alain Robbe-Grillet, Italo Calvino, Vladimir Nabokov, John Barth, Julio Cortázar, Gabriel García Márquez, Mark Danielewski.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Prereq: **None**

#### **COL349 Modernism and the Total Work of Art**

The term 'total work of art' refers to the German concept of the Gesamtkunstwerk, which 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, GELT239, RL&L339**

Prereq: **None**

#### **COL350 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena**

Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena--a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire--to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with 'The Alexiad' through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **MDST350, HIST328**

Prereq: **None**

#### **COL351 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelean world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end--pluralities of pluralities without any underlying unities. More astonishing still, this new metaphysical picture of infinity flux was soon given a precise mathematical

description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception--Aristotle's signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM339, GRST249, PHIL302, SISP339**

Prereq: **None**

#### **COL353 Writing between Cultures: German Literature and Film by Authors of Foreign Descent**

This seminar will introduce students to both literary texts and films by immigrants or descendants of immigrants, all of whom write in German, whether as their first or second language. Among the topics we will explore are homesickness, interactions with bureaucracy, use of and perspectives on language, questions of citizenship and identity, assimilation and integration, cultural misunderstandings, and encounters with bigotry and xenophobia. We will discuss works by Yoko Tawada, Aras Ören, Rafik Schami, Emine Sevgi Özdamar, Wladimir Kaminer, Vladimir Vertlieb, Saša Stanišić, and others as we consider what properties make their works part of the canon of German literature, or not. Films by Fatih Akin and Yasemin Samdereli are also included in this course.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST335**

Prereq: **GRST213**

#### **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*, Hume's *ENQUIRY CONCERNING HUMAN UNDERSTANDING*, and Kant's *CRITIQUE OF PURE REASON*.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **PHIL202**

Prereq: **None**

### **COL363 (Un)Popular Performances/Performances (Im)Populaires**

In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular 'study abroad destination' for Scottish students as well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 'season' are preserved in his personal papers in the National Library of Scotland.

This course will use Drummond's notes as a guide to discover and examine other forms of evidence—both traditional and nontraditional—that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM363, FREN363**

Prereq: **None**

### **COL390 Romanticism-Realism-Modernism**

In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the 'Age of Goethe' to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period, what narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these periods from one another, how useful are these distinctions? What, finally, is the purpose of such periodizing of literature?

The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; 2. It is designed to critically probe the concepts of romanticism, realism, and modernism: How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories?

All readings, papers, and discussions will be in German.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST390**

Prereq: **GRST213**

### **COL391 Diderot**

In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article *Encyclopédie*, a book that not only dragged sacrilege and freethinking out into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the 'dictionnaire' for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, 'La Religieuse', is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, 'Jacques le Fataliste', is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN391**

Prereq: **None**

### **COL392 Empire, Memory, Translation: A Seminar on the Rings of Saturn**

In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue 'The Rings of Saturn' ('Die Ringe des Saturn'), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves. This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST342**

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**

**COL419 Student Forum**

Offering: **Host**

Grading: **Cr/U**

**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 uses a topical approach to explore the history of economic thought. We begin with a brief introduction to writers who predated Adam Smith: the scholastics, mercantilists, and physiocrats. Over the subsequent weeks, we compare competing schools of economic thought: classical, Marxian, utilitarian, Austrian, neoclassical, and Keynesian. We include selections of radical critiques from the political right and left including monetarist, supply-side, behavioral, Austrian, evolutionist, and institutional approaches. The theoretical debates both reflect and shed light on the economic and social problems of their time. As you master the material, you should keep several goals in mind. First, learn to link the debates to the economic problems faced by nations over the past 300 years. Second, become skilled at explaining how economic theory has altered its shape and content from the 1700s to the present. Third, sharpen your awareness of the interaction between the scientific and the social aspects of human knowledge. Finally, develop and learn to defend your assessment of mainstream economics; decide which aspects reflect theoretical advancement and which are simply reflections of political agendas or outmoded perspectives. Throughout the course we will use contemporary articles to illustrate modern-day versions of the historical disputes. The course material is designed to provide a fuller context for what you learn in politics, history, and social theory while deepening your understanding of contemporary economic debates.

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**

In this course, we will learn about the modern state and its historical foundations. We will explore our subject matter by taking a comparative approach, and applying a variety of theoretical lenses. We will examine the different ways in which the modern state intervenes in social and economic life, how these interventions vary across the world, and how they have transformed since the early 20th century. We will spend some time focusing on the US, and tackling the concept of American exceptionalism. In the final part of the course, we will look at the contemporary debates about the legitimate boundaries of



state intervention in society, including the arguments for limited government. We will read the works of Marx, Weber, de Tocqueville, von Mises, Foucault, Bourdieu, James Scott, Charles Tilly, Michael Mann, Phil Gorski, Margot Canaday, David Harvey, Kimberlé Crenshaw, Martin Luther King, Sven Steinmo, Esping-Andersen, Milton Friedman, Suzanne Mettler, Monica Prasad, Thomas Piketty, Katarina Pistor, and Paul Pierson, to name a few.

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 tutorial sequence analyzes the formation of modern European society from the late 18th to the last quarter of the 20th century. Most attention will be placed on Britain, France, Germany and Russia as these countries were shaped by, and responded to, demographic, economic, social, political, and intellectual forces that led to revolutions, political and social reforms, new modes of production, changes in social hierarchies, and new forms of warfare. Much attention will be placed on the social and political consequences of the French Revolution and industrialization, but empire, the origins and consequences of the two world wars (including the Russian revolution and the rise and defeat of Nazism) will also come under extensive discussion, as will the creation of a more stable and prosperous postwar European order. Europe's links to Africa, Asia and the Americas will be discussed in the context of imperialism and the two world wars. In addition to developing knowledge of the most important processes that have shaped the modern world, this tutorial seeks to foster a critical awareness of the varieties of historical narrative, the skills needed to interpret historical primary sources, and the possibilities and limits of history as a tool of social investigation.

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: China in the Global Economy**

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 a market economy. In the last four decades, the speed of China's development and its growth rates of GDP are without precedent in history.

China entered the current decade with an unbalanced economy highly dependent on both state-financed investment through a state-controlled financial sector and a growth strategy focused on exporting finished goods to the global economy with the support of foreign direct investment. The current leadership recognizes the need to rebalance the economy by promoting more domestic-fueled growth through increased consumption so as to achieve more broad-based economic development. Many social issues remain to be tackled,

among which are environmental degradation, income inequality, and an aging workforce. After developing the economic background that propelled China rapidly into middle-income-country status, this course considers these issues (and others) to provide insights into the fundamental question of 'what is left to be done' to create a fully mature, developed market-oriented economic system open to the global economy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

#### **CSS330 Junior Government Tutorial: Political Treatises That Changed the World**

This sequence in the junior tutorial covers what many consider the most influential political treatises ever written. Each one had pervasive impacts on how people came to think about politics, as well as impacts on human behavior. These works truly changed history. The emphasis each week will be on scrutinizing the content of these treatises and attempting to ascertain why these works were so 'great.' We will analyze all facets of the arguments to determine the sources of their enormous impact. Many great thinkers penned their ideas. People read many things. What was it about these works that gave them such a greater appeal to the human mind? Why these books? Why these arguments? Ultimately, we seek some sort of understanding of why certain works inspire well beyond the norm. Is there a pattern to the content of arguments that truly mesmerize people? Or is it some random function of time and place? All such questions and issues will be the analytical lenses through which we scrutinize these monumental works.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **CSS340 Junior History Tutorial: U.S. History**

This junior tutorial will cover a topic in U.S. history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **CSS371 Junior Colloquium: Social Theory**

This course is a continuation of the sophomore colloquium covering several important social and political theories in the post-World War II era. The course will focus on post-World War II philosopher/theorists who have developed compelling large-scale theories about the nature of modern society: Hannah Arendt, Jurgen Habermas, Francis Fukuyama, John Rawls, and Michael Foucault.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

#### **CSS391 Senior Colloquium: Political Economy**

This course studies political economy from the vantage point of a broader distinction between the public and private spheres of social life: We consider what that distinction might mean and how it matters, how the two spheres are manifested and interrelate in actual societies, and how the appropriate or 'optimal' boundary between the two spheres might be determined. There are a number of lines of social inquiry out there that touch on this distinction. Perhaps none of them fits exactly with our purposes in this course, but the analytical framework of game theory will serve, in a broad way, as the foundation for our inquiries.

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**

**COMP112Z 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**

How do we tell robots and computers how to do what they do? Getting a handle on this question is the goal of this course. Since telling a device how to do something depends a lot on what that device can do, along the way we will learn a bit about what is 'in the box.' We will start with the kind of programming one might use to instruct a robot how to interact with the world around it. That will lead us to the Turing machine, a beautiful mathematical model of a computer. We will adapt that model to something that is closer to how most computer systems today are designed. 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. After passing this course, students will have a basic knowledge of programming and how a computer works. COMP 114 can be used to satisfy the COMP 211 prerequisite and also 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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP112 OR COMP113 OR COMP114 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: **OPT**

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**

#### **COMP260A Software Design and Engineering**

Programming is only one ingredient for creating industry-grade software. Eliciting requirements from stakeholders, modeling the architecture of a system, selecting appropriate development tools, and testing and maintaining a codebase are some of the aspects that elevate programming to software engineering. Focusing on the development of mobile and web apps, students in this course will gain expertise in common front-end and back-end technologies as well as related tooling. We will also cover the organization of software projects and their social implications, which are so important to recognize for the modern software engineer.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **COMP112**

#### **COMP260B Scientific Computing**

This course will introduce students from various disciplines to computing as applied to scientific problems. The course aims to provide a theoretical background in computational sciences and insight in understanding how popular algorithms and advances in hardware are used to solve problems drawn from chemistry, physics, biology, and bioinformatics. Topics covered will include simulation techniques, analysis of trajectories, clustering, probabilistic modeling, networks, artificial intelligence, neural networks, population dynamics, and high-performance computing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP211**

**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: **OPT**

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**

**COMP323 Programming Language Implementation**

This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP523**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP531**

Prereq: **COMP212**

**COMP332 Computer Networks**

This course will provide an introduction to the fundamentals of computer networks. Computer networks have become embedded in our everyday lives, from the Internet to cellular phones to cloud networking, enabling applications such as email, texting, web browsing, on-demand video, video conferencing, peer-to-peer file sharing, social networking, cloud computing, and more. This course will delve into the infrastructure and protocols that have allowed computer networks to achieve their current ubiquity. While the primary focus of the course will be on the Internet's architecture, protocols, and applications, we will also touch on other types of computer networks. Programming assignments will be done using Python; prior knowledge of Python is not required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 and MATH228**

### **COMP333 Software Engineering**

Software engineering is the application of engineering principles to the software development process. Eliciting requirements from stakeholders, designing the architecture of a program, performing usability studies, and testing a codebase are some of the aspects that elevate program development to software engineering. Focusing on web and mobile apps, students in this course will gain expertise in state-of-the-art frontend, backend, and mobile technologies, as well as related tooling. We will also cover the collaborative organization of software projects, software licensing, software business models, and ethical considerations for professional software engineers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP211 AND COMP212**

### **COMP350 Computational Media: Videogame 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: **2.00**

Gen Ed Area: **NSM-IDEA**

Identical With: **IDEA350, FILM250, CIS350**

Prereq: **None**

### **COMP360 Special Topics in Computer Science: Information Security and Privacy**

This course explores principles and practical applications of computer security and privacy. Some of the topics covered include static and dynamic code analysis, secure authentication, privacy enhancing technologies, usable privacy and security, and web tracking. We will also touch upon theoretical areas, such as basic cryptographic concepts as well as differential privacy. The course has the objective to provide students with the conceptual knowledge and technical skills to identify and resolve privacy and security issues in the design, development, and evaluation of information systems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

### **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: Network Science**

Network science is an emerging field that focuses on the analysis of real-world complex systems arising in the social, biological, and physical sciences by abstracting them into networks (or graphs). The size and complexity of real networks has produced a deep change in the way that graphs are approached, and led to the development of new mathematical and computational tools.

This course provides an introduction to network science by walking through modern techniques for modeling, analyzing, and simulating the structures and dynamics of complex networks. Specific topics to be discussed will include: network models and measures, graph algorithms, visualization and simulation, models of dynamic/adaptive networks, network modularity and community detection, and some applications. Python and NetworkX will be used for modeling and analysis of networks, in addition to other computational tools. Students should have a reasonable amount of experience in Python programming or willingness to learn 'on the go.'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

### **COMP360D Special Topics in Computer Science: Artificial Intelligence**

An introduction to creating programs which appear to behave intelligently.

Topics will include search algorithms for problem solving, as well as probabilistic reasoning including regression, classification and decision making. Sample topics include Bayesian Networks, basic Neural Networks and Reinforcement Learning.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

### **COMP360E Special Topics in Computer Science: Functional Data Structures**

Advanced data structures from a functional programming perspective. The focus will be on the use of lazy evaluation as a technique for designing efficient data structures, especially in the presence of persistence (when the state of the structure must be preserved even after updates). Assessment will consist primarily of programming and written assignments.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **COMP212 AND MATH228**

### **COMP360G Special Topics in Computer Science: Appl. Logic & Logic Programming**

This course covers special topics in computer science. Topics vary according to the instructor.

For fall 2020, the topic is 'some applications of logic in computer science.' About half of the material will cover systems of logic: classical, intuitionistic and modal; formalizing notions of proof (natural deduction and sequent calculus); Church's theory of types and other type theories; and formalizing notions of mathematical validity, including Tarski and Kripke model theories. The other half will cover applications of formalism to computer science. This will include a sizable component of logic programming (based on the programming languages Prolog and lambda-Prolog, that actually use proof-search as an execution strategy). Other topics will include the typed lambda calculus and automated deduction.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**



Gen Ed Area: **None**

Prereq: **COMP212 AND MATH228**

### **COMP361 Advanced Topics in Computer Science**

This course covers advanced topics in Computer Science. The precise topics will vary with the offering, but will typically have prerequisites beyond COMP 211-212. This course may be repeated for credit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH228 AND COMP212**

### **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: **OPT**

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**

**COMP523 Programming Language Implementation**

This course is an introduction to the implementation of programming languages.

Students will learn how to formally describe and implement major components of the implementation pipeline. Topics may include lexical analysis and parsing (checking whether source code is well-formed and converting it to an internal programmatic representation), type-checking and -inference (static program analysis for safety features), interpretation (direct execution of a high-level language program), and compilation (translation to a low-level language such as assembly or bytecode).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Identical With: **COMP323**

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: **OPT**

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**

**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)

**DANC102F Dance as Cultural Knowledge: Dances from Indonesia (FYS)**

Dance as Cultural Knowledge: Dances from Indonesia is a FYS (First Year Seminar) course. It provides opportunities to work on descriptive, creative, and analytical writing about dance and cultures. This interdisciplinary course further allows students to use the practice of traditional and contemporary dance repertoire from Indonesia as a way to experience cultures, history, politics, religions, and aesthetics. Throughout the semester, students will explore the practice of classical court dance in Central Java and traditional Acehese dance. Further, students will engage with literature from the fields of dance studies, anthropology, and ethnomusicology in order to contextualize their Indonesian dance practice and analyze the cultures that surround their dance practices. This course combines intellectual engagement (reading, writing, research, and class discussion) with the physical and sensational experience of moving our bodies in accordance with cultural practices particular to these two areas. By utilizing these two learning methods, we take a holistic approach to understanding dance as a way of carrying cultural knowledge. Throughout the semester, students will write a short reflective journal on a specific topic each week, and carry out research for a final paper at the end of the semester.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

**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**

**DANC104F Introduction to Contemporary Dance from Global Perspectives (FYS)**

This interdisciplinary course aims to understand contemporary dance and the moving body from global perspectives. It draws from a range of approaches to aesthetics and choreography, politics, and understandings of culture-at-large. It examines an eclectic array of movement and choreographic styles from North America to Europe to Asia.

The course is divided into 6 units:

1. Old and New Definitions of Contemporary Dance
2. 'East Meets West' -- Global-Cultural Flows in Contemporary Dance
3. Social Justice and Contemporary Dance
4. Queering Contemporary Dance
5. Special Topics -- Stillness and Silence

**6. Traditional Dance/Contemporary Dance -- Deconstruction and Reconstruction**

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

**DANC105 Dance Tech Lab: Lights, Screen, Projection**

This class includes the practicum and experimentation of lighting design and production with use of projection, video-screen technology, stage management, costume and scene design, and set construction.

The practical experience in the Dance Department's production season is emphasized in 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: Practice and Theory**

This elementary level ballet course is a mix of practice and theory. Ballet terminology and stylistic concepts will be introduced with emphasis on correct alignment, musicality, and movement flow. In addition to learning the basics of ballet technique, various ways that ballet choreographers have addressed issues of politics, race, and class are examined through films, readings, and discussions. Traditional ballets will be juxtaposed with iterations from contemporary

choreographers who have created unique and powerful works addressing issues from the eighteenth century to today.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC205 Afro-Brazilian Dance: Dances of the Orixás**

This course explores the primary pantheon of deities, the Orixás, of the Afro-Brazilian religion Candomblé, through their dances, songs, and complex rhythms. We will center our embodied practice through an Africanist technique aesthetic, focusing on polyrhythm, the correlation of dance and nature, polycentrism, theatricality, and oral tradition. Movement exploration supplemented by online readings, discussions and video in order to ascertain a more in-depth understanding of Brazilian history as it pertains to the creation and evolution of Candomblé and its dances as resistance against slavery and racism. A celebratory experience, the lively and multifaceted experiential nature of these dances provides a portal into one of Brazil's most influential religious and cultural practices.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC211 Contemporary Dance Technique I**

This elementary contemporary dance technique 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**

#### **DANC212 Composition Across the Arts**

Grounded in embodied art-making practices, this survey course will introduce students to art-making processes in dance, performance, creative writing, and sound. Connections will be explored amongst the disciplines and students will be encouraged to discover their own unique and hybrid forms. The class will be facilitated by Nicole Stanton with modules taught by resident and visiting artists from across the arts. The first part of the semester will focus on hands-on experimentation, contextual readings, viewings, and discussion. In the second part of the semester, students will create their own creative projects, participate in in-depth critique sessions, and develop a digital portfolio to document their work. The course will culminate in public exhibitions and performances of the student's creative projects. This course can serve as the gateway to the Dance Major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **THEA212**

Prereq: **None**

#### **DANC213 Jazz Technique**

This course is an introduction to the African American jazz dance vernacular through the embodied practice of Simonson jazz. It will cover basic principles of alignment, centering, and technique through the context of jazz's African roots. Class sessions will principally consist of movement exploration including a comprehensive warm-up and will be supplemented by online discussions and

media to better understand the place of jazz dance in society and culture at large.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Identical With: **AFAM262**

Prereq: **None**

#### **DANC214 Hip Hop**

This studio practice course introduces students to urban dance practices, aiming to broaden students' understanding of hip hop culture beyond the commercialized representations prevalent in the media today. This class will explore the history and practice of different forms of hip hop: b-boying/b-girling (breaking/breakdancing), uprocking, popping, waving, and locking. We will also look at hip hop's connection to other club forms such as house dance and house-ballroom forms, waacking, and voguing. Students will view video performances of cultural practice (battles and 'cyphers'), as well as media- and theatrically-influenced forms of hip hop, to identify significant commonalities and differences within hip hop practices.

Our classes will be conducted to hip hop, house, and dance music from the past four decades, and will begin with a set warm-up and follow with stretching and conditioning exercises. Class will always conclude with a combination that incorporates that week's dance form, and it will be compared to other hip hop dance forms we will be studying.

Required readings will explore these forms through the lens of historical context and critical theory perspectives on urban dance, supporting an immersive studio practice.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

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**

#### **DANC216 Contemporary Dance Technique: Dancing During Pandemic**

This combined-level dance class draws on multiple approaches to dance technique and the moving body in an outdoor, site-specific, pandemic-specific context. We will focus on large group ensemble movement as well as on individual movement specificity, and developing awareness of space, time, energy, technical precision, and dynamic variation. Course content will draw on modern dance techniques, contemporary/release techniques, and improvisational forms, as well as somatic practices.

During any major social transformation or crisis, like this pandemic, movement practice is essential. Our world and our rules of engagement are changing before our eyes. Creative physical movement is integral to our physical and psychosocial well-being, and through it we learn how to navigate the new context. On a basic level, we move our bodies to stimulate circulation of blood, breath, and digestive tract. But, equally important, and more central to higher education, we also need to move in ways that help us adjust to and make sense of our new circumstances--to orient ourselves to this new environment. This is the

overarching purpose of this course: to collectively find new ways of being, understanding, moving, and creating our new world.

Classes will be held outside, and students will be expected to dress for the weather, and with freedom of movement in mind—in other words, wear safe footwear and clothing that does not constrict range of motion. Classes will only be canceled in the case of severe weather (i.e., hurricane). In those cases, hybrid practice-based assignments will be given to supplement in-class material.

This course is intended as an alternative to our regular Contemporary Technique course DANC300, which is being taught in an online format. Students are invited to choose the format that they feel most comfortable with. Both courses count toward major and minor requirements.

Offering: **Host**

Grading: **Cr/U**

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 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, 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**

#### **DANC244 Delicious Movement: Time Is Not Even, Space Is Not Empty**

Taught online by NYC-based artist Eiko Otake of Eiko & Koma, this course contemplates metaphorical nakedness and human and bodily experiences of time and space through interdisciplinary discourse. Students will examine how being or becoming a mover reflects and alters each person's relationships with challenges of the current world, with environment, with history, and with other beings. Topics of study and discussion include atomic bomb literature, postwar Japan, environmental violence such as Fukushima nuclear explosions, death, and pandemic. Together we will acknowledge how distance is malleable and how going to places is an act of choreography and self-curation. Through movement study, reading, writing, drawing, and discussion, the class will be a place of collective learning. Reading, film viewing, movement reviews and journal entries are required every week. Final Project will include an in-class presentation and final paper. Journals are graded by quality of thinking/writing and how they reflect homework assignments. The instructor is available for individual consultation throughout the course. Students are strongly encouraged to nurture their own rigor.

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 course is a practical lab in body-based performance making with a focus on the solo form. Students will work towards developing and honing their personal artistic interests and goals, and supporting those of their peers. We will experiment with various modes of composition, viewing and researching a broad range of artistic work and ideas, expanding our notions of what constitutes a dance. Students will explore performance in public space, collaboration, and work across artistic disciplines, engagement with technology, awareness of cultural context and appropriation, and social practice/participatory/community engaged art. Finally, we will develop methods for peer critique, working towards finding a challenging and supportive approach that pushes each artist forward.

NOTE: This is a laboratory course for students interested in diving deeply into body-based artistic practice. It is appropriate to students with a background in any artistic discipline. An interest in rigorous (and playful) experimentation and research is key.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC250 Dance Composition: Choreography Workshop**

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.



This class will focus on the process of making a dance in a theatrical setting. 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**

#### **DANC251 Javanese Dance I**

Instruction in the classical dance of central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. At the end of the semester, an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on both the male and the female style.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

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 Contemporary Dance Technique II/III**

Following our 45 minutes Gaga/dancers online class, the remaining 25 minutes of our time together may include discussing video content proposed to students in advance of class meetings; introducing the instructor's body of choreographic and collaborative works, including dance for film; creating an open forum for discussion of physical tasks; and continuing physical research.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **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: **OPT**

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**

#### **DANC311 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance**

This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work

closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement
- Remaining spontaneous and responsive to the changing landscape of an active audience
- Generating game play for crafting immersive scenes
- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA301**

Prereq: **None**

#### **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 Dance Teaching Workshop: The Embodied Practice of Knowing**

This course familiarizes students with various methods and practices for teaching dance and movement to children and adults. Combining theoretical perspectives on education, dance, body/mind, and creativity together with hands-on practice teaching dance, students will gain practical skill in curriculum design and teaching while developing a personal philosophy on the role of dance in education and life. As part of this course, students will design and teach a dance class of their choice in the community (concurrent enrollment in Dance Teaching Practicum DANC447, 0.5 credit, required). Prior dance training is not required; however, students should have an interest in dance, arts, education, and bodily engagement in learning. Previous student-design practicum courses have included: Creative Dance for Children, Dance for Seniors, Tango, Jazz, Movement Improvisation, Dance Composition, Poetry Through Movement, Science Choreography, Mask Making and Performance, and Contemporary Dance. Sites have included local schools, after-school programs, Vinnie's Jump and Jive, on-campus locations, senior centers, assisted living facilities, churches, and synagogues.

Offering: **Host**

Grading: **Amp Graded**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC354 Improvisation: Diasporic Modalities**

Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are

created through a deep listening to self and our impulses to engage with sound/music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **THEA354**

Prereq: **None**

#### **DANC359 Space Design for Performance**

In this course, students will study, construct, and deconstruct the performative space, whether theatrical or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including concept development, visual research, renderings or drawings, model making and drafting.

In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements.

Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software, utilizing design-technology tools, such as laser cutters and 3D printing, to develop and enhance their work.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA359, ENVS359**

Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

#### **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**

### **DANC363 Dancing Bodies, Cultures and Environments**

This course will look at the intersections and common spaces between body/self, community/culture, and environment/place. To do this we will employ several research methods. Students will be asked to complete readings, participate in discussions, view relevant media, and participate in movement master classes. We will also create solo and group performance works that explore our individual and communal experiences of body/community/environment. Students will be asked to complete readings, participate in discussions, participate in improvisational movement sessions, and work in a collaborative context. Each student will develop a final project that contains both a written and a performative component.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

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**

### **DANC370 Choreography Workshop/Proscenium**

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. Students will prepare to present for proscenium theater/audience.

Offering: **Host**

Grading: **A-F**

Credits: **2.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

### **DANC371 Site-Specific Choreography**

This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **THEA372**

Prereq: **None**

### **DANC372 Choreography and Performance Art Perspectives**

This course considers theories and methods of dance scholarship and takes a comparative approach to dance as research, research as choreography. This is a research methods course in which we will consider ways that knowledge is constructed and legitimated, focusing on the role of physical/somatic engagement, creativity, and performance in research. Problems and issues central to research pertaining representation, authority, validity, rigor, reliability, and ethics will be addressed in the context of dance studies and critical qualitative research studies. A final research project will be required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

### **DANC374 Perspectives on Dance of the African Diaspora**

In this combined technique and ethnography course we will explore some of the many dance practices of the African diaspora. We will focus on Senegal and Ghana in West Africa and follow the path of the Middle Passage to Cuba, Brazil, and the United States. Investigating both traditional and popular dance forms, we will consider how African dance and culture has influenced many performance practices throughout the Americas. To these ends, coursework will include: learning specific dances (Sabar, Capoeira, Orisha dancing, salsa, tap, and hip-hop for example); engaging in readings that provide critical, cultural, and historical context; participating in analytical and self-reflective dialogue; as well as creating an independent research paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

### **DANC375 Dance History: Why Dance Matters**

Dance History: Why Dance Matters investigates myriad social, political, and historical events that have impelled performers and choreographers to create dances that broadcast their personal concerns to society in powerful ways. Artistic movements, choreographers, and dancers examined will include the aristocratic Imperial Russian Ballet; gender fluidity in Nijinsky's roles in Diaghilev's Les Ballets Russes; the microcosm of immigrant and black performers

in vaudeville; dance and the Harlem Renaissance; the rejection of ballet by L  ie Fuller, Isadora Duncan, and Ruth St. Denis; the political work of early modern dancers Martha Graham, Doris Humphrey, and Charles Weidman; war's aftermath in the German Ausdruckstanz of Mary Wigman and Kurt Jooss and Japanese butoh; the anthropological research of black choreographers Katherine Dunham and Pearl Primus; the psychological dance-theater of Antony Tudor and Pina Bausch; democracy within the postmodern rebellion of the Judson Dance Theater; Civil Rights-era social activist choreographers; and the response of choreographers and performance artists to the culture wars of the 1990s and the AIDS crisis. Students will pursue extended research, view performance videos and documentaries, and be expected to write and talk about dance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC376 The Artist in the Community: Civic Engagement and Collaborative Dancemaking**

This is a hybrid course in which we will combine theoretical analysis with practical application and project based-work. Students will explore how, in a collaborative community setting, performance and art-making can be used to address local issues, spark community dialogue, and encourage civic participation, and will consider the power dynamics and ethical issues that emerge. This hybrid course includes readings, seminar discussion, and community-engaged research, practice, and reflection. We will begin with an overview of artists who engage directly with communities, places, and environments, and we will explore new means of civic participation. Artists will include (among others): Allison Orr, Pablo Helguera, Ananya Chatterjea, Amie Dowling, Jawole Willa Jo Zollar, Marty Pottenger, Liz Lerman, John O'Neal, and Free Southern Theater/Junebug Productions.

A module on Forklift Danceworks's community-based practice will coach students in embedded artistic research, interviewing, and collaborative creation. Students will apply their learning by job-shadowing campus employees, with culminating creative projects connected to Forklift's performance project with Physical Plant employees (to take place in Oct. 2021).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Prereq: **None**

#### **DANC377 Perspectives in Dance: Queering the Dancing Body: Critical Perspectives on LGBTQ Representation**

This course focuses on questions of 'queering' dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of 'flows of gender and transformation' at its center, and examines historical, social, and aesthetic shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of 'classical' dance (such as the all-male cast of Matthew Bourne's 'Swan Lake') and more popular forms such as voguing and 'RuPaul's Drag Race.'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Prereq: **None**

#### **DANC378 Repertory and Performance**

This course examines choreography and its performance as an embodied experience. Students will research a theme-specific topic and participate in the creation of a contemporary work under the direction, guidance, and mentorship of a faculty choreographer. The class will serve as a laboratory for experimenting with the performance techniques and evolving methodologies of the teaching artist, preparing the student for the practice of embodied research. The work will use video projections. The course culminates in the performance of the work developed during the semester of study.

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**

#### **DANC379 Dance as Activism**

How does art effect change? Why does the phrase 'social movements,' include the action word - movement? In what ways does dance instigate action as a means of resistance? This course is an investigation into these questions through both lecture/discussion and embodied practices. It will look at various choreographers whose work is rooted in grappling social justice issues, choreographic and community engagement tools, as well as protests as choreographed performance art. All course work and inquiry will lead up to a final project wherein students create their own choreographic sketch/community engagement using the language of dance/performance art, as the foundation for addressing a particular historical or present social issue of their choice.

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, ENV5381**

Prereq: **None**

#### **DANC398 Senior Colloquium in Dance Research**

This course focuses on workshoping 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 an exploration and practice of creating programs/projects that are relevant and inspiring for specific communities. The practicum will involve engaging with a community beyond the Wesleyan campus through dance/movement.

Offering: **Host**

Grading: **Amp Graded**

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, as well as the effect we have on this world. 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: **1.25**

Gen Ed Area: **NSM-EES**

Prereq: **None**

**E&ES102Z Natural History of the Connecticut River Valley**

Please note: Readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- <http://www.wesleyan.edu/wintersession>.

What did Middletown look like 200 million years ago? What about 20,000 years ago, or 200 years ago? The natural history of Middletown and the broader Connecticut River valley is a rich tapestry. In this course, we will explore some of its major threads, including the geologic, glacial, Native American, early European, and industrial histories. The primary goal of the course is to deepen your sense of place for this valley that you call home during your four years at Wesleyan. The majority of the class time will be spent visiting sites in the valley, both indoor and outdoor. You must be prepared to spend multiple hours outside, including walking up to two miles. The presence of snow may cause some trips to be postponed or cancelled. To remain flexible for these possible contingencies, students should keep the entire January 7-21 block open in their schedules.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **None**

**E&ES111F As the World Turns - Earth History, with Life's Ups and Downs (FYS)**

An introduction to the major events that shaped our modern Earth over the 4.5-billion-year history of our planet. We discuss the composition of the early atmosphere devoid of oxygen, the great oxygenation event related to the emergence of cyanobacteria, snowball Earth, origin and evolution of life prior to

500 million years ago, and then a treatment of the major asteroid impacts, mega-volcanic periods, and other disasters that catastrophically modified the Earth and influenced all that lived on it. We close with possibly the biggest disaster of them all: the human era, with the climate crisis, pollution, and possibly the largest extinction event ever? We use the Earth and environmental sciences, astronomy, and the basic sciences to introduce and explain the processes that ultimately shaped our modern world.

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&ES125 Black Speculative Fictions and the Anthropocene**

The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the 'future,' black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term 'Anthropocene' first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which 'humans' had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a 'species'? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM302, AFAM312, FGSS301**

Prereq: **None**

**E&ES130F Digital Storytelling with Maps: Science Stories (FYS)**

Digital storytelling describes the practice of using digital tools to tell a 'story' in an engaging and compelling format. A story map is a digital storytelling tool that combines maps with multimedia content (e.g., images, video, text) to convey geographic information as a narrative. In this course, students will employ elements of cartographic design, spatial analysis, and data visualization within story maps as a means for creating interactive 'stories' about empirical

scientific data. (No prior experience with web maps or story maps is required.) Students will explore multiple story map formats and their utility in the effective communication of science to scientists, the public, and policy makers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

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&ES155 Earth System Science**

An introduction to Earth system science intended for students pursuing the Earth and environmental sciences major and others with good high school math and science preparation. Earth system science integrates chemistry, physics, biology and geology to understand the Earth as an integrated planetary whole. The course will focus on the four major earth systems: land, water, air, and life and how their interactions determine past, current and future global changes. Required laboratory sections will meet every other week and include a combination of lab and field exercises. In fall of 2020 the course will be held in a hybrid format with a mix of primarily in-person meetings, including lab and field exercises, and to a lesser extent online discussions/activities when most appropriate.

Offering: **Host**

Grading: **OPT**

Credits: **1.25**

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 CO<sub>2</sub> 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, BIOL160**

Prereq: **None**

#### **E&ES195 Sophomore Field Course**

This course is designed for sophomores who have declared a major in earth and environmental sciences. 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&ES201 Geology of Connecticut**

The geology of Connecticut offers a unique opportunity to study the formation and deformation of rocks dating back more than a billion years. These rocks occur in belts that each record the arrival of exotic (plate tectonic) terranes that together built and rebuilt the Appalachian mountain belt. Few states in the nation possess a similar diversity of exposed rock and mineral occurrences. The course consists of weekly Friday afternoon field trips to key localities. Students will learn how to recognize and classify different rock types and distinguish their formational and deformational histories. Emphasis will be on learning (1) to recognize the clues to identifying the origin and evolution of the large variety of sedimentary, volcanic, metamorphic, and igneous rocks in Connecticut and (2) to use them to reconstruct their plate tectonic context. We will include

visits to historic sites that influenced our socioeconomic development such as the brownstone quarries and 'copper' mines in the Connecticut Valley, and the granite quarries in the southeastern part of the state. A one-day required Saturday field trip will be scheduled during the first class meeting. Student co-enrollment in EE&S 213 or 223 or 230 is encouraged.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES101 OR E&ES115 OR E&ES213 OR E&ES223 OR E&ES230**

#### **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 on Earth and other planets. Applications of geomorphic research and quantitative 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 will introduce various methods of measuring landforms in the field, including stream measurement, hazard assessment, and the classification of glacial, volcanic, coastal, and tectonic features. The course includes laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques. This will include field trips to various locations in CT.

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 ENVS197] 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 Nuclear Power Plant Design and the Three Mile Island, Chernobyl and Fukushima Accidents**

This course provides an introduction to radiation, nuclear physics, and nuclear power plant design. It will trace the steps that led to the three most well-known nuclear power plant accidents: Three Mile Island, Chernobyl, and Fukushima. It provides information useful for evaluating the impact of nuclear power on environmental decision-making.

Starting with a history of the atomic discoveries and fundamental physics that led to the atomic bomb production at the end of WWII, the course will then trace the design steps that allowed commercial nuclear power plants to evolve from those weapon-making discoveries. Finally it will trace the accidents and the aftermath from the Three Mile Island, Chernobyl, and Fukushima nuclear power accidents.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **ENVS236**

Prereq: **None**

#### **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&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 ENVS197] 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 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR E&ES199**

#### **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&ES248 Environmental Investigation and Remediation**

This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **ENVS248**

Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR E&ES197**

#### **E&ES250 Environmental Geochemistry**

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. If offered, the associated lab course (E&ES 251) must be taken concurrently. The lab course 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.

There are no official prerequisites but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **ENVS280**

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, damned rivers, and polluted lakes.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **ENVS281**

Prereq: **None**

#### **E&ES257 Environmental Archaeology**

Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the 'collapse' of civilizations such as the ancient Maya. The course will involve hands-on preparation of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available on Sunday, March 1, for the first stage of animal skeleton preparation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP257, ENVS257, ANTH257**

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: **ENVS290, E&ES560**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197]**

#### **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: **ENVS292**

Prereq: **E&ES101 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197] 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: **BIOL242, BIOL542, E&ES570, ENVS242**

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: **OPT**

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: **OPT**

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 on the weekend of October 12-14, 2018 in the Lake George region of Upstate New York and Vermont.

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: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Prereq: **None**

**E&ES306 Ecology and Natural History of Freshwater Fishes of South America**

South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **None**

Identical With: **ENVS306, BIOL306**

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 OR 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&ES17**

Prereq: **E&ES101 OR E&ES213 OR E&ES215**

#### **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&ES19**

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&ES20**

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&ES21**

Prereq: **E&ES213 OR E&ES220 OR E&ES223 OR [E&ES250 or ENV5280]**

#### **E&ES325 Geologic Field Mapping**

In this project-based service learning course students will learn to construct accurate large-scale (>1:24000) geologic maps (2D) and photo-realistic outcrop models (3D). They will apply these skills to make maps and models of local open-spaces to enhance recreational use and environmental education. The specific mapping technologies learned and applied will depend on the project and be determined in consultation with community partners. Methods may include GPS and/or total station surveying, structure from motion (photogrammetric) ranging, lidar data processing and analysis, drone imaging, and GIS synthesis. The instructor will introduce the theory and practice for each method used.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Prereq: **E&ES201 OR E&ES213 OR E&ES215 OR E&ES220 OR E&ES223 OR E&ES230**

#### **E&ES342 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: **ENV5369**

Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

#### **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 CO<sub>2</sub> 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 CO<sub>2</sub> into water for the geochemically inclined; the impact of increased CO<sub>2</sub> 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)? We also deal with the larger topics of CO<sub>2</sub>/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the 'dead zones'). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS361**

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&ES376 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 these 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 ASTR155 OR MB&B181**

### **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 science, social science, and humanities research 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, such as a component of a senior thesis, work on a faculty member's research project, or a community-based service-learning project. 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).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **QAC344, E&ES582**

Prereq: **QAC231 OR E&ES280**

### **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 ENVS233] OR E&ES213 OR E&ES220 OR**

**E&ES223 OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 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**

**ENVS233] OR [E&ES250 or ENVS280] OR [E&ES260 or ENVS290 or E&ES560]**

**E&ES399 Calderwood Seminar in Public Writing: Environmental Science Journalism**

This is a seminar for science majors who want to develop skills in communicating science to non-scientists, by writing about environmental science topics. The course will concentrate on writing, public presentations and interviews. Students will read scholarly articles, interview scientists, and/or conduct independent research to write articles, essays and op-eds. Each week students will take alternating roles as writers and editors. The course is only open to science majors.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

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 sub-disciplines of the Earth and environmental sciences. Special emphasis is placed on topics that relate to the Senior Field Research project (E&ES 498). Students will use the primary literature to create hypothesis-driven oral presentations and written reports. In groups, students will develop original, field-based research projects (to be completed in E&ES 498). The goal of the course is to help students transition to independent, professional scientists.

Offering: **Host**

Grading: **OPT**  
 Credits: **1.00**  
 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, the Connecticut River Valley, and the Big Island of Hawaii. In January and throughout the third quarter, 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 OR 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 OR E&ES215**

#### **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, ENVS340**

Prereq: **[BIOL182 or MB&B182] OR [E&ES197 or BIOL197 or ENVS197] 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 OR E&ES115 OR E&ES197 OR BIOL197 OR ENVS197 OR E&ES199**

#### **E&ES547 Environmental Biology Journal Club**

Presentation and discussion of current research articles in the field of neuroscience.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL547**

Prereq: **BIOL182 OR E&ES197**

#### **E&ES548 Environmental Biology 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: **NSM-BIOL**

Identical With: **BIOL548**

Prereq: **BIOL182 OR E&ES197**

#### **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. 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, ENVS290**

Prereq: **E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 or BIOL197 or ENVS197]**

#### **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: **BIOL242, BIOL542, E&ES270, ENV5242**

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: **OPT**

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: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES281**

Prereq: **None**

#### **E&ES582 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 science, social science, and humanities research 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, such as a component of a senior thesis, work on a faculty member's research project, or a community-based service-learning project. 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).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES380, QAC344**

Prereq: **QAC231 OR E&ES280**

#### **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**

## **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: **MATH120 OR MATH121 OR MATH122 OR MATH221**

#### **ECON127 Introduction to Financial Accounting**

In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear 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 choices allowed to firms for reporting to stockholders and creditors and learn 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. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CSPL127**

Prereq: **ECON101 OR ECON110**

#### **ECON129 Selected Problems in American Criminal Law**

Crime and punishment are constantly in the news, and lay observers of the American system of criminal justice are often puzzled by its procedures and outcomes. What exactly is the criminal law trying to do? Why does it seem so difficult to convict criminals? What are the governing principles of American criminal justice, and how are they actually applied in the courts? This First-Year-Initiative course is intended to address these questions through a close analysis of cases and related materials concerned with the substantive criminal law and, at the same time, to introduce students to the legal method itself and the close-case-analysis characteristic of legal argument. It is thus not a course in law and economics, or law and philosophy, or law and government, but a course in law itself, much as it is taught to law students. Topics include the legal definition of criminal acts, causation, the mental element of crime, basic principles of justification, criminal responsibility and mental abnormality, and the law of homicide. Readings consist entirely of judicial opinions and related materials, and in class we will analyze these readings in detail to expose their logic and consider their practical implications. These readings are dense and intensive, and students will be asked in class to address difficult issues and defend their answers against rigorous critical questioning.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **None**

#### **ECON210 Climate Change Economics and Policy**

This course introduces students to the role of applied economics in climate change policy and analysis. Students will learn how economists view climate change causes, mitigation, adaptation, and policy challenges. Key topics include: economics of market failures, socially optimal greenhouse gas emissions, overview of theoretical and real-world policies to reduce emissions, evaluating the relative abatement costs of command and control versus market-based policies, valuing climate change impacts, evidence of adaptation strategies in the economy, discounting costs and benefits across multiple generations, impacts of uncertainty on optimal policy design, the role of international cooperation and consequences of unilateral action, and distributional effects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **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: **ECON110**

#### **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 Jobs, Technological Change, and Globalization**

Unlike markets for widgets, labor markets involve the lives of those whose work is being bought and sold. Beliefs about fairness affect these markets, and we pay particular attention when they are jolted by technological change and globalization. The human element makes such markets worthy of special

attention. The course starts with foundations for understanding labor markets: the 'derived' demand for labor, factors affecting labor supply, the decision to work (or not) and the often costly choice to acquire job skills. Next we study a wide range of special topics: worker mobility and immigration, pay and productivity, unemployment and wage inequality, and the effects of both technological change and global trade. We probe these issues both theoretically and empirically. Throughout the course we apply economic theory to policy issues including minimum wage and immigration laws, anti-discrimination policies, job training programs, welfare plans, and occupational safety and health standards.

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**

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**

#### **ECON231 Corporate Governance**

The objective of this course is to introduce the topic of corporate governance with a focus on large publicly traded corporation. At the firm level, the importance of corporate governance is justified by the complexity of the contractual environment where owners (shareholders), executive managers, board of directors and other stake holders interact. We will cover topics in ownership and control, managerial monitoring and compensation, the structure and diversity of the board of directors, and shareholder engagement and activism. Also, in the wake of various corporate scandals worldwide, the role of

corporate governance codes and regulation in setting new standards and best practices is evident. We will look at the evolution of these corporate governance standards, both in the U.S. and internationally.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

#### **ECON234 Economics of Religion**

This class explores how economic ideas and statistical tools can be used to look at the role of religion in society. This course examines both the application of economic techniques to the study of religion and the relationship between economic and religious behaviors. Course topics may include: the demand for religion, religious supply, giving behavior, religion-based terrorism/extremism, and religion and economic development.

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 provides an introduction to the economics of financial crises. Using introductory economics we will examine banking, security, and currency crises in order to illuminate the role of financial crises more generally in the archetypical life cycle of financial systems. By the end of the course, students will be able to define what causes financial crises, how they lead to contractions in economic activity, why they reoccur, and what policy measures can be used to promote financial stability.

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**

#### **ECON242 Banking and Financial Fragility**

Why are banks susceptible to financial crises? This course studies the mechanisms behind banking crises as an introduction to the microeconomics of banking. Motivated by a survey on historical and empirical evidence on banking crises, we will study why an economy needs financial intermediation and why such intermediaries face crises. Based on these analyses, the last part of the course will discuss optimal design of financial regulation on banking systems. This course will also discuss topics such as recent developments in shadow banking and digital currencies.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON110**

#### **ECON251 Economics of Alexander Hamilton's America**

What was Alexander Hamilton's contribution to the early American republic? This course combines concepts and models from introductory economics with

a mix of primary sources and modern-day scholarship. After a survey of the colonial American economy, we will focus on the role of economics in the American Revolution, the movement from the Articles of Confederation to the Constitution, and major economic policy debates of the early republic. Throughout, students will encounter the views and influence of the first U.S. Treasury Secretary, Alexander Hamilton. By the end of the course, students will be equipped to assess Hamilton's economic legacy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON101 OR ECON110**

#### **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**

#### **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**

#### **ECON273 Economic Growth and Development in Sub-Saharan Africa**

This course will focus on macroeconomic theories and practices of growth and development by using the Sub-Saharan African economies as case studies. The course will be both a retrospective and prospective analysis of the Sub-Saharan African economies. In particular, it will attempt to provide some answers to various questions such as:

What are the determinants of long-run growth? Why has Sub-Saharan Africa lagged behind the rest of the world in terms of economic growth and development? What are the economic explanations and implications of some of the conflicts in Sub-Saharan Africa? What are the long run growth implications of foreign aid, remittances, and immigration?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON110**

#### **ECON281 Introduction to 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: **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**

#### **ECON315 Labor Economics**

This course will survey the economics of labor markets with a focus on the determinants of labor supply and labor demand. Other topics will include the returns to education, globalization, automation, pay gaps, and the minimum wage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300 AND ECON301**

#### **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**

#### **ECON319 Low-wage Labor Markets - A Data-driven Exploration**

This course is a data-driven exploration of low-wage labor markets providing students with the skills to work independently on a major project of their own design. In the first half of the course, students will be introduced to several data sets including the Panel Survey of Income Dynamics, the Current Population Survey, and the National Longitudinal Studies of Young Men and Women. During that time, students will also be introduced to useful resources for exploring research topics and will begin to craft research questions. In the second half of the course, students will design and complete their own research papers using the data sets and research resources introduced in the first half of the course.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-ECON**  
 Prereq: **ECON301 OR ECON302**

#### **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**

#### **ECON322 Public Finance**

This course analyzes the government's influence on economic efficiency, resource allocation, income distribution, and economic growth. The course covers government spending, regulation, and tax policy. Concepts discussed include tax incidence, public goods, market imperfections, and externalities. Reference is made to issues of health care and environmental issues, welfare reform, the U.S. tax system, the federal budget, and the Congressional budget process.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-ECON**  
 Prereq: **ECON301**

#### **ECON323 Media Economics**

This course covers the economics of entertainment and news both in their traditional forms (newspapers, magazines, radio, television) and their social media manifestations (social networks, media sharing, discussion forums, blogging). It uses economic analysis to understand the structure of media industries, the characteristics of media products, the effects of regulation in media markets, and changes brought about by digital technology.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-ECON**  
 Prereq: **ECON300 AND ECON301**

#### **ECON325 Law and Economics**

This course examines the efficacy of alternative legal arrangements using microeconomics as the basic investigative tool. The core of the course consists of a thorough analysis of the common law, with emphasis on the areas of tort, contract, property, and criminal law.

To analyze tort law, a microeconomic model of accidents is developed; using this model, the rules of caveat emptor, strict liability, negligence, and contributory negligence are compared for determination of causation, damages, activity levels, and accident risk. With a discussion on product liability, we will shift the topic to contract law, in which we will study the contracting process as well as the rational conditions for breach of contracts. Viewing the relationship between the government and its people as a social contract, we will study cases of eminent domain and discuss whether the government performs land acquisitions with 'just compensation.' Lastly, we will analyze criminal law under a framework assuming that crime is a rational act (in some contexts). If time permits, we will study how different cost allocation rules influence litigation and settlement.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-ECON**  
 Prereq: **ECON300 AND ECON301**

#### **ECON327 The Global Firm: A Calderwood Public Writing Seminar**

Students will combine their knowledge of economics, including macro, micro, and quantitative methodologies, with their skills at exposition in a journalistic format, in order to address current economic issues related to firm-level decisions (e.g., where to locate production) and the economic consequences of these decisions at home and abroad for different shareholders. Students will conduct independent research to produce weekly articles. Assignments may include coverage of journal articles, book reviews, and interviews with academic economists. Class sessions will be organized as workshops devoted to critiquing the economic content of student work.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-ECON**  
 Prereq: **ECON301 AND ECON 302**

#### **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**

This course will consist of three broad modules all relating to international finance/open-economy macroeconomics. First, we begin by a discussion of national income accounting, and we will discuss concepts such as the balance of payments, current account, financial and capital accounts, and their interrelations. Second, we discuss how exchange rates are determined, and their role in shaping countries' macroeconomic trajectories. We will cover important concepts such as interest rate parity, purchasing power parity, and real exchange rates. Third, we will apply what we learned to discuss topics such as fixed versus flexible exchange rate regimes, how the international monetary system works and its history, optimum currency areas and the eurozone, and other relevant case studies.

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**

### **ECON347 Transmission Mechanisms of Monetary Policy**

This course applies macroeconomic theory and econometric tools to evaluate the empirical evidence on the timing and effect of monetary policy decisions on the economy. The course will cover interest rate, asset price, credit, and unconventional transmission channels of monetary policy. Students will read about, evaluate, and replicate key empirical results in the literature throughout the semester and, toward the end of the semester, write an empirical paper of their own. Familiarity with statistical softwares such as Stata is helpful.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300 AND 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**

This course examines the causes and consequences of cross-country differences in economic performance. We will investigate why some nations are much wealthier than others. Using the neoclassical growth model as a starting point, we will explore the fundamental determinants of per-capita income and growth. In addition to the use of a standard textbook, we will work through a number of journal articles and policy papers to obtain a deeper understanding of the long-run drivers of economic development. Over the course of the semester, we will discuss numerous controversial issues with regard to economic growth. Examples include the importance of openness for the development process as well as the long-run impacts of colonialism.

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**

### **ECON356 American Macroeconomic Policy**

What can history teach us about macroeconomic policy? This course will use American macroeconomic history from 1870 to the present to explore key issues in macroeconomic policy which remain relevant today. We will both extend the theoretical frameworks presented in ECON302 and delve into the empirical literature on both historical and contemporary monetary and fiscal policy. Students will produce an original, independent research paper on a topic relating to macroeconomics. Previous completion of or concurrent enrollment in ECON385 is useful though not required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **ECON300 AND ECON302**

### **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 Japanese Economy**

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 the 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CEAS251**

Prereq: **ECON301 OR ECON302**

### **ECON363 Microfoundations of Growth in China**

The rise of China is one of the most remarkable, if not miraculous, economic events in recent history. The course seeks to present a comprehensive overview of the transition challenges China faces as it continues to move from a centrally planned economy to adopting a greater reliance on market-based mechanisms. By reviewing the microeconomic literature on China's recent economic and institutional transformation, the class hopes to provide a general analytical framework for understanding the economic implications of the process.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **CEAS363**

Prereq: **ECON300 AND ECON301**

### **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: **OPT**

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. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include dominance and rationality, pure and mixed strategies, Nash equilibrium, collective action problems, subgame perfect equilibrium, strategic moves, credibility, repeated interactions, asymmetrical information, adverse selection, signaling, and the suitability of equilibrium concepts. Wide applications of game theory in everyday life, economics, politics, international relations, management, sociology, and sports will be discussed in class.

Offering: **Host**

Grading: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Prereq: **(ECON301 OR ECON302) AND (MATH221 OR 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**

**ECON419 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**

**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**

# EDUCATION STUDIES (EDST)

**EDST101 Introduction to Education Studies**

This seminar will provide a space for newly declared education studies majors and minors to come together to develop as a cohort through learning about each other's educational backgrounds and scholarly interests. In addition, students will come together as a learning community to learn more about the areas of research and pedagogy being implemented by the Wesleyan faculty in education studies and to build rapport with faculty members. The course content will cover the areas defined in the education studies major—including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including qualitative and quantitative; and the connection and tension between academic coursework and practical experiences in educational settings—and will introduce students to additional approaches and subfields.

Course components will include: (1) cohort-building activities to introduce the newly declared majors to each other and their educational backgrounds; (2) collaborative reading and discussion of work taking place at and being studied by Wesleyan faculty in ed studies; (3) creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; (4) guest teaching by EDST and outside faculty; and (5) a reflection paper on the path they plan to pursue through the major/minor.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST110F Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)**

This seminar explores conceptions of teaching and learning through examination of fictional, ethnographic, and documentary accounts of teachers and their work. We will examine the portrayal of teaching in literature, creative nonfiction, journalism, and scholarly field research, as well as in film. What do these forms of representation tell us about cultural perceptions of schooling, teaching, and learning in the 20th and 21st century? What can we learn from close analysis of the ways in which authors use words and images to portray teachers and students? Participants in this seminar will have the opportunity to reflect upon their own perceptions of teaching and learning, to ground those perceptions in a philosophy of education, and to explore the ways in which writing well about teaching, from many disciplinary perspectives, can impact the profession and our understanding of the enterprise of teaching and learning. Students will practice a variety of modes of writing (critical and analytical essays; personal essays;

creative writing; brief ethnography and Lightfoot's social science 'portraiture' method) and analysis of both writing and film, as well as visual thinking strategies and techniques for observing and documenting cultures of learning.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-EDST**

Prereq: **None**

**EDST114F Why You Can't Write (FYS)**

Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT114F**

Prereq: **None**

**EDST140L Teaching English to Speakers of Other Languages**

This course explores theories and teaching methods related to learning English as a second language (ESL). Students will critically examine current and past 'best practices' for teaching English to speakers of other languages (TESOL) and the seminal theories they are based on. In addition, we will discuss the various needs of English language learners, including both children and adults, and students coming from a variety of social and cultural backgrounds. Students will be asked to apply what they've learned by creating their own lesson plans and activities, critiquing ESL textbooks, and giving teaching demonstrations. If you choose to work with a student (or tutor in an organization), you may be able to use this class to fulfill a Category 5 requirement in Education Studies.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT140L, ENGL143L**

Prereq: **None**

**EDST202 Pedagogy for Teaching English to Speakers of Other Languages Tutors**

This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the U.S. every year. Students enrolled in this course will gain practical experience by committing to volunteering at Middletown public schools while taking this course and are encouraged to continue their service afterward. There is a volunteering commitment of 2 hours/week minimum during the semester.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT202**

Prereq: **None**

### **EDST205 English Language Learners and US Language Policy**

This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect ESL programs in K-12 education, bilingual businesses, immigration policies, and the U.S. legal system. We will also discuss the recommendations of scholars for increasing multilingualism in business and education, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for non-native speakers of English and anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT205, AMST227**

Prereq: **None**

### **EDST221 Decolonizing Education**

Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies.

The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privilege logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This course will involve reflection essays on weekly readings, intergroup dialogue, and activities that will encourage students to examine their own connection to the theoretical concepts presented in class. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

### **EDST223 Second Language Acquisition and Teaching**

This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L223**

Prereq: **None**

### **EDST223L Second Language Pedagogy - Teaching Romance Languages**

This course is intended for students who may be considering a career in education. Readings will introduce students to key concepts in second language acquisition and pedagogy. In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom. Students must have completed at least FREN 215, ITAL 221, or SPAN 221 to be eligible for the class. It is recommended that students also be enrolled in an upper-level course in the department of RLL in the same semester.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L223L**

Prereq: **None**

### **EDST230 Schools in Society**

What role have schools played in the evolution of American Society? What role could/should they play, going forward? This course takes a topical approach to these questions. We will explore the relationship between schools, democracy, and social progress; take a close look at race and racism in America's schools; learn how schools work in terms of policy, governance, and funding; and critically analyze the effects of many waves of educational 'reform,' including the current movement towards school privatization. While the focus is on the American school system, our perspective will be enlarged by comparison between this system and other approaches to education around the globe.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

### **EDST232 Italy at School: Biography of a Nation**

Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel *Cuore* (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of 'making Italians.' At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's *Il maestro di Vigevano* (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed 'classic' of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy

across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL232**

Prereq: **ITAL112**

### **EDST301 Senior Seminar in Education Studies**

The senior seminar will provide a space for seniors in the education studies major, as a learning community, to reflect on and deepen their knowledge and understanding in core areas of education studies. Students will be expected to bring in relevant material from their other courses; to learn and discuss new material; and to work collaboratively to develop a grounding in the study of education individually and as a group. The course content will cover the areas defined in the education studies major, including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including ethnography and quantitative approaches. Discussions will explore the connection and tension between academic coursework and practical experiences in educational settings, and introduce students to additional approaches and subfields.

Course components will include: (1) bridging across different students' distinct experiences in their classes relevant to each content area; (2) collaborative reading and discussion of new work beyond the scope of the existing EDST courses; (3) creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; (4) guest teaching by EDST and outside faculty; and (5) an independent senior project (for thesis writers, this can serve as a scaffold to make progress on the thesis).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

### **EDST310 Practicum in Education Studies**

This seminar is intended to help students develop the skills to learn from experience in educational settings, through rigorous reflection, analysis, scholarly inquiry into educational questions, and action/implementation of new ideas. It is designed for students with previous coursework in education, experience in educational settings, or both. Students will be placed in a variety of educational settings in the community and each student will craft an independent study, with ongoing guidance from the professor and from the group, related to their placement. Class sessions will be seminar-style with students sharing and workshopping their studies and their practice. There will be group readings on aspects of education studies including reflective practice, classroom ethnography/teacher research, and observational techniques, but students will also develop individualized reading lists according to the focus of their independent study. In addition to ongoing written work in the form of analytic journals and critical reading synopses, students will complete an individualized final paper or project integrating their research and experience over the semester, and give a final presentation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

### **EDST341G Case Studies in Educational Innovation and Entrepreneurship**

Entrepreneurship, innovation, and reform are a defining part of the fabric of K-12 education in the US and other places, presenting opportunities and risks. Each week we will be visited by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL341G**

Prereq: **None**

### **EDST350 Sociology of Knowledge**

This course provides a survey of the sociology of knowledge, a subfield of sociology that investigates how social structures shape the production of knowledge and how knowledge, in turn, shapes society.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP350, SOC350**

Prereq: **None**

### **EDST358 Fugitive Perspectives on Education and Civil Society**

In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: 'Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies.' Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages.

Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LGBTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools 'are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown,' then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society?

The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM358, AMST358**

Prereq: **None**

#### **EDST401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **EDST419 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**

#### **EDST465 Education in the Field, Undergraduate**

Offering: **Host**

Grading: **OPT**

#### **EDST466 Education In The Field**

Offering: **Host**

Grading: **OPT**

## ENGLISH (ENGL)

#### **ENGL113 A Nation of Immigrants?**

America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT113**

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**

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 students 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**

Identical With: **CGST132**

Prereq: **None**



**ENGL135 Writing about Research: U.S. Style**

This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT135**

Prereq: **None**

**ENGL140F Literature, Laughter, Philosophy: Tristram Shandy (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL141F Slavery, Latifundio, and Revolution in Latin American Literature and Cinema (FYS)**

In this course, we will study literatures and cinemas of Haiti, the Dominican Republic, Mexico, Guatemala, Puerto Rico, and Cuba that depict insurrectionist and revolutionary ruptures that take place on plantations, latifundios, and other spaces beyond what those formations could capture. We will study how insurrections (plural), revolution (as a large scale phenomenon), and (sometimes archivally elusive) racialized female insurgencies 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 schemes of 'underdevelopment' that aligned with expanding U.S. hegemony in the hemisphere. We will engage narratives, poetics, and music of revolution that expose different systems of oppression, and different scales of radical motion, including the range of events and phenomena in Hispaniola that aggregate as the Haitian Revolution of the late 18th century, insurrections in Chiapas against *casta* and *latifundio* before and after the Mexican Revolution of 1910, and revolts against U.S. economic and military interventions in Guatemala, Puerto Rico, and Cuba in the 20th century. We will attend to the aesthetic, formal, and structural

ways that revolutions are (re)presented as vertical ruptures that explode the past, and as horizontal historical formations that continue select legacies of the past that they claim to critique. While we're at it, we will deconstruct revolutionary progressive discourses of hetero-masculinity, modernity, and development. We'll sense for smaller scales of varied aesthetic, sensorial, and slow forms of something in the neighborhood of revolutions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL142F Beyond Marvel: Introduction to the Graphic Novel (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL143L Teaching English to Speakers of Other Languages**

This course explores theories and teaching methods related to learning English as a second language (ESL). Students will critically examine current and past 'best practices' for teaching English to speakers of other languages (TESOL) and the seminal theories they are based on. In addition, we will discuss the various needs of English language learners, including both children and adults, and students coming from a variety of social and cultural backgrounds. Students will be asked to apply what they've learned by creating their own lesson plans and activities, critiquing ESL textbooks, and giving teaching demonstrations. If you choose to work with a student (or tutor in an organization), you may be able to use this class to fulfill a Category 5 requirement in Education Studies.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT140L, EDST140L**

Prereq: **None**

**ENGL145F Body and Text (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL146F Three Big Novels (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL150F American Crazy: Four Myths of Violence and National Identity (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL152F The Armchair Adventurer (FYS)**

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, historical romance, detective novels, children's literature, stories of overseas adventure, etc.--and their 'high' literary cousins. 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. And we will examine how prestige-oriented fiction drew from, adapted, and altered these conventions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL153F Ethnicity, Race, and Religion in the Middle Ages (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **CJST153F**

Prereq: **None**

**ENGL154F Maps, Globes, Moons: Renaissance Worldmaking (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL155F Utopian Planning from Plato's Republic to UFO Cults (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL156F Contemporary American Literature (FYS)**

This course will explore contemporary American literature by focusing on novels written by Jhumpa Lahiri, Colson Whitehead, Junot Diaz, Tommy Orange, Ocean Vuong, Mbue Imbolo, Edwige Danticat, and a play by Lynn Nottage. Extra readings will include poems and short stories. We will consider the portrayals of race, class, ethnicity, religion, trauma, citizenship, migration, and sexuality in these works, as well as the ways in which these authors conceptualize and problematize American identity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL157F Caribbean Literature and Writing the Environment (FYS)**

This is a writing and reading course in which students will use Caribbean literature focused on the environment and the environment around them as starting points for writing of their own.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL162F The Past and Present of American Journalism (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL163F Literature of London (FYS)**

This course examines the role of London in the literary imagination of 19th-century Britain. 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. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL165F Querying the Nation: American Literature and Ethnic Studies (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL175F Staging America: Modern American Drama (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST125F, COL125F, AFAM152F, FGSS175F, THEA172F**

Prereq: **None**

#### **ENGL176F 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: **THEA175F, AFAM177F**

Prereq: **None**

#### **ENGL186 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL186**

Prereq: **None**

#### **ENGL190F Place, Character, and Design: Techniques in Writing Nonfiction and Fiction (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL201A Ways of Reading: Originality and Its Opposites**

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 ENGL 201 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.

Believe it or not, the idea that a work of art should be unique, new, and inventive has a history, and it's a fairly recent one. In this section we will read novels, poems, and plays that embody or somehow resist the ideal of originality. We will start with theories of originality that emerged at the end of the 18th and beginning of the 19th century, and with contemporaneous texts that exemplify that aesthetic philosophy. Then we will turn to originality's many opposites: translations, collaborations, adaptations, forgeries and hoaxes, parodies, hymns and vernacular songs, and works that are so conventional or derivative as to fail the originality test. Throughout, since this is a section of 'Ways of Reading,' we'll pay attention to our expectations, experiences, and strategies as readers as well as to developing skills in discussing and writing about literature.

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**

#### **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: **OPT**

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: **OPT**

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**

**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: **OPT**

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 and prose memoir of Lucille Clifton, 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.

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**

**ENGL201R Ways of Reading: Sound Sense, Nonsense, and Language's Radical Desires**

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.

How do we listen to a text? How do we articulate the sensory experiences of music? What shapes do we imagine when we imagine listening so closely that the feeling of listening goes bone-deep? How do we explain, describe, and put into language the feeling of how we approach a text, object, performance, etc., aurally? What does listening have to do with improvisation? With something like freedom? How does the visual appear sonically, and what is its relationship to constraint, to un-constraint? How do we imagine a relation between the practices of close reading and methods of (brown and black) sound studies?

This Ways of Reading course is dedicated to a sonically playful displacement of the technique of close reading into a synesthetic, or multisensorial and improvisational, 'poetic listening.' The field of this Ways of Reading course is marked on some sides by what Fred Moten calls 'philosophy's color line' or 'the problem of feeling' (In the Break 77), and by what Jacques Derrida calls 'the problem of the cry--of that which one has always excluded, pushing it into the area of animality or of madness ... and the problem of speech (voice) within the history of life' (Of Grammatology 166). We will engage texts by a range of minoritarian and queer writers who compose an American poetics that makes a lot of sounds, has a lot of problems, and opens swishy, stiff, curvy, porous, disturbing, and bent pleasures. Rhetoric, prosody, literary terms and devices, and genre will help us along this path of study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL201T 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 'Ways of Reading' course will ask: What is literature? We will read literature written by authors in their most playfully self-aware, self-interrogating moods: William Shakespeare raising questions about the nature and limits of imagination, Jane Austen dramatizing the perils of novel reading, and Adrienne Rich pondering female forms of making. We will engage recent theoretical debates about what literature is, but we will also read literature that does not share our 21st-century ideas, literature that works from different world views and strives for different effects. For instance, enslaved poet Phillis Wheatley embraced neoclassical forms of ordering--the weight of multiple historical traditions informing her sense of what poems are and do. Throughout, we will reckon with literary texts on their own terms but also with the ways they have been read at different moments in history. What is literature and what was it? How do we read it? What methods and theories have been ascendant at different moments? And why do we read it? What are its pleasures, problems, and possibilities? How did we end up with an English Department organized like this anyway?

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 is a lecture course that introduces American literature and culture through the middle of the 19th century while also attending closely to a small number of significant texts. We will concern ourselves with the major (and some minor) political questions, with the reconstruction of historical ideologies, and with the relationship between textual nuance and large-scale social transformation.

We will proceed as both close readers and historical synthesizers, one eye focused on the minute details of our readings and the other trained on the slowly emerging outline of a history of 'American Literature.'

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST243**

Prereq: **None**

#### **ENGL203A American Literature on Fire: Conquest, Capitalism, Resistance: 1492-1865**

We begin with a 1938 Langston Hughes poem, a north star shining light on American unexceptionalism and then move back in time: from Columbus's dismemberment and enslavement of the Arawaks when demanding gold; to Cabeza de Vaca's feel-good handbook for the conquest of indigenous peoples; to Puritan inventions of a 'God' that pulls the trigger; to Franklin's blowing the whistle on a mercantile capitalism he supercharged with a secular work ethic; to a Declaration of 'Independence' in 1776 that provoked alternative declarations written by workers, women, and ex-slaves in the 19th century; to Poe's readings of a Divided States of America (race, gender, domesticity) as gothic; to Douglass's representations of the tactical artfulness of slave culture; to Hawthorne's deconstruction of the Americanization of power; to Thoreau's entwining of collective protest and what he hoped would be an individualized escape route; to Melville's attacks on imperialism, racism, and class domination; to Elizabeth Stuart Phelps's critique of domestic slavery; to Stowe's socially transformative antislavery novel (whose sentimentalization recirculated stereotypes). During our literary-intellectual time travel, we will engage some of America's most 'on fire' writers who make possible insights into the ideological foundations of American cultures, identities, and hegemonies that provocatively illuminate America's situation today (and offer some lessons for how to change it).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST243A**

Prereq: **None**

#### **ENGL204 American Literature, 1865-1945: The Americanization of Power**

We will explore not only the complexities of American literature from the 1860s to 1940s but also how this literature is usable today and excels as a critical resource that can advance our understanding of the modern Americanization of power (put narrowly, a 'democratic' capitalism that pulled off and contrived to maintain systemic class, gender, and ethnoracial hierarchies). As we unpack 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, modernism and imperialism, and narrative experimentation and anti-racism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, F. Scott Fitzgerald, Langston Hughes, 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 what America was and might be. While contemplating this, we will savor the pleasures of reading inspiring and transformative 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 lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.

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**

**ENGL208 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Identical With: **FGSS209**

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 Edgar Allan Poe and Literary Culture**

Edgar Allan Poe is best known for his grotesque characters and macabre plot-twists. But though Poe seems capable of offering readers only a very specific form of literary experience - dark, brooding, atmospheric - what's striking about his work when taken as a whole is its variety. Poe was a writer of short stories, a poet, a novelist, an essayist, and an editor. He invented the detective story, wrote science fiction, and published tales of romance, family discord, and horror. This course sets out to appreciate Poe's eclectic literary output in the context of the emergent nineteenth-century publishing industry, seeing Poe - whether playing the role of novelist, poet, or critic - most of all as a writer struggling to earn a living in the 1830's and 1840's.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST212**

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 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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL201**

Prereq: **None**

#### **ENGL214Z Reading and Writing Memoir**

In this class, we will read a variety of works from the beloved and bewitching nonfiction genre of memoir, paying close attention to structure, focus, and flow. We will also write our own examples of memoir, which will be the primary assignments for the course and will become part of a portfolio that will be shared with the class. Please note: Some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus: <http://www.wesleyan.edu/wintersession>.

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, various aesthetic renderings of New York City have positioned it as a site of voyeuristic allure and racialized excess and pleasure—simultaneously posh, unfriendly, tourist-trapped, 'seedy,' 'gritty,' and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, black, and Caribbean writers and artists, especially queer and bisexual 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, N.J. Fictionalizations, poetizations, and performances of first-person memories and reimaginings 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**

Identical With: **AMST238, FGSS225**

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**

#### **ENGL216A Techniques of Poetry: Hidden Histories**

Through a series of immersive reading and writing experiments, we will work toward uncovering and preserving histories that might otherwise be forgotten. In order to do this, we will study the documentary and investigative techniques poets have employed while attempting to write about hard-to-articulate events and experiences like grief, secrecy, unrecorded events, ecological disasters,

traumas, racism, gender politics, and hauntings of all kinds. We will read and record accounts that cannot be told but must be told. We will work to uncover--and possibly heal--areas of historical numbness. We will explore poetry's relationship to preservation and the dynamic bonds between representation and reparation. And we will rewire history through history, making use of archival materials, public testimony, newspaper accounts, photographs, family documents, and more.

Guided by critical and creative investigations, students will craft a cohesive, project-centered body of poems while developing an engaged daily writing practice and learning the basics of making books by hand. There will be biweekly presentations on the literature we read, as well as class discussions and workshops of one another's creative work. The class will culminate in a book arts project and a reflective essay.

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: **OPT**

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: **OPT**

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.' While Achebe is a formative influence on Adichie and on many other contemporary African writers, the central preoccupations of African literature have shifted considerably in recent years. This class will consider recent topics animating the field. These include debates about Afropolitanism, the role of publication houses and prize committees in the canonization and circulation of texts, queer African literature, 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**

Identical With: **AFAM225**

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 twentieth century.

Offering: **Host**

Grading: **OPT**

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 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL227, WRCT227**

Prereq: **None**

#### **ENGL229 Afro-Surrealism**

Amiri Baraka coined the term 'Afro-Surreal' to describe the writer Henry Dumas's 'skill at creating an entirely different world organically connected to this one.' In his 2009 'Afro-Surrealist Manifesto,' D. Scot Miller builds on Baraka's observations and distinguishes Afro-Surrealism from Afrofuturism in the former's concern with the 'RIGHT NOW.' Indeed, in the 'right now' of 2018, Afro-Surrealism seems to be having a moment, with the success of films like 'Sorry to Bother You' and 'Get Out,' the musical and filmic work of Donald Glover/Childish Gambino, the visual art of Kara Walker and Kehinde Wiley, and the literature of Paul Beatty and Colson Whitehead, among others. This course will examine this contemporary resurgence of the Afro-Surreal, and trace its echoes in black popular music, in the work of African American literary figures like Dumas, Toni Morrison, Bob Kaufman, Ralph Ellison, Jean Toomer, and Zora Neale Hurston, and through its African and Afrodiasporic foundations in the work of artists inspired by Léopold Senghor's Négritude movement. All of these artists 'distort reality for emotional impact,' as Miller puts it, and we will aim to connect these distortions of the 'right now' to the material reality of life under regimes of anti-blackness and racial oppression that these Afro-Surreal works lays bare.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM226**

Prereq: **None**

**ENGL230 Introduction to Asian American Literature**

This course introduces students to Asian American literature, literary criticism, and culture by surveying how meanings of 'America' have long depended on 'Asian America.' Conventional understandings of this relationship in US literature and history tend to emphasize Chinese Americans in California, Asian exclusion laws, model minority myths, changing patterns in Asian immigration following relaxed restrictions between 1965-68, and the institutionalization of Asian American studies in higher education in the 1970s. We will pay attention to these contexts, but we will also focus on emergent trajectories, including representations of Asian Americans in the South, critical refugee studies, and how global cultures such as breakdancing stage Asian American self-representation. By examining a range of genres and the critical apparatuses that these works have generated, we will explore how representing Asian America has shaped the making of American culture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST264, CEAS231**

Prereq: **None**

**ENGL230A Introduction to Asian American Literature**

This course surveys how Asia and Asian Americans have figured in the US 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 US 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST264A**

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**

Identical With: **AMST251**

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, devotional, 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 religious experience, heresies, 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, RL&L231**

Prereq: **None**

**ENGL233 All Ah We: Contemporary Afro-Caribbean Drama & Performance**

What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present 'Caribbean' and/or 'West Indian' subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM233, THEA233**

Prereq: **None**

**ENGL234 Owning the Masters: Twentieth-Century Poetry for Twenty-First Century Poets**

This course is a craft seminar in which students will perform close readings of some of the most influential English-language poets of the 20th century--such as WB Yeats, WH Auden, Elizabeth Bishop, Langston Hughes, and others--always with an eye toward 'stealing' techniques that may enhance our own work.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL237 The Whole Wide World: Poets in Translation**

This course is a craft seminar examining English-language translations of some of the world's most influential poets, done always with an eye toward 'stealing' techniques that may enhance our own work. Some of the poets under consideration include Pablo Neruda, Ana Akhmatova, Nazim Hikmet, Czeslaw Milosz, and Adelia Prado.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

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**

Identical With: **WLIT208**

Prereq: **None**

#### **ENGL240 Introduction to African American Literature**

This course will introduce students to African American literature. It will be divided into two parts. The first will pay particular attention to the experience of enslavement by focusing on several unique primary and secondary textual couplings, including (but not limited to): Frederick Douglass's 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) and Saidiya Hartman's 'Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America' (1997); and Harriet Jacobs's 'Incidents in the Life of a Slave Girl' (1861) together with Hortense Spillers's 'Mama's Baby, Papa's Maybe: An American Grammar Book' (1987). In addition to these classic 19th-century slave narratives and contemporary sources, then, the first part will also include supplementary readings by Kenneth Warren, David Blight, Angela Davis, Alexander Weheliye, Spillers, Hartman, Farah Jasmine Griffin, Shelly Eversley, Jennifer Morgan, and Frank Wilderson. The second part will focus on 20th- and 21st-century African American literature and literary criticism. It will bring together a wide range of readings from across genres and disciplines, attempting to sketch out the major aesthetic and political features of the black literary project. Authors here will include W. E. B. Du Bois, Booker T. Washington, Michael Rudolph West, Hazel Carby, Cheryl Townsend Gilkes, Alain Locke, Shane Vogel, Alice Walker, Zora Neale Hurston, Richard Wright, Ralph Ellison, Asia Leeds, Roderick Ferguson, Claude McKay, Amiri Baraka, James Baldwin, Toni Morrison, Samuel Delany, Octavia Butler, Teju Cole, Ta-Nehisi Coates, Cornel West, Claudia Rankine, Warren, and Fred Moten.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM202, AMST275**

Prereq: **None**

#### **ENGL241 Reading Toni Morrison: Blackness and the Literary Imagination**

This course will introduce students to the major works of the late Nobel laureate Toni Morrison (1931-2019). In addition to the trilogy--'Beloved' (1987), 'Jazz' (1992), and 'Paradise' (1997)--and 'Playing in the Dark: Whiteness and the Literary Imagination' (1992; originally delivered as the William E. Massey, Sr. Lectures in the History of American Civilization at Harvard University in 1990), readings may also include the following novels (in chronological order): 'The Bluest Eye' (1970); 'Sula' (1973); 'Song of Solomon' (1977); 'Tar Baby' (1981); 'Love' (2003); 'A Mercy' (2008); 'Home' (2012); and 'God Help the Child' (2015).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM229**

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' was the order 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: **AMST295**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 Shakespearean Revolutions**

Shakespeare's works emerged during a period of revolutionary social, political, religious, economic, and cultural change, including the Protestant Reformation, the rise of print culture, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the emergence of the first, purpose-built, commercial playhouses. Innovations in dramatic form and genre, which Shakespeare helped craft, sought in varying ways to make sense of these momentous shifts for diverse theater publics. Revivals and adaptations of his works on stage and screen during times of revolutionary change have rendered the Shakespearean canon a site of subsequent social and cultural contestation. This class considers the 'revolutionary' dimension of four Shakespeare plays both in their own time and place, and in later theatrical and filmic productions and adaptations. We will trace first-, second-, and third-wave feminist reimaginings of 'The Taming of the Shrew'; Second World War- and Vietnam War-era renderings of 'Henry V'; civil rights and anti-apartheid era restagings of 'Othello'; and attempts to decolonize 'The Tempest.'

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **CHUM248**Prereq: **None****ENGL249 The Great American Novella**

Why is it important that Americans write great novels, and what would it mean to think of American novellas as being great, too? Can a novella even be great? Why are novellas more likely to be 'startling,' as the New Yorker described Philip Roth's 'Goodbye, Columbus,' or 'shimmering,' as The Seattle Times called Teju Cole's 'Every Day Is for the Thief,' or pretty much ignored, as Herman Melville's 'Benito Cereno' was for decades after its publication? In this class we will study the internal mechanics of the novella, considering how formal categories like 'character' and 'plot' operate in a genre that is out of whack with our normal sense of narrative scale. We will also think about how external conditions in literary culture have influenced the production and consumption of novellas in the US, such as the emergence of magazine culture at the end of the 19th century, and the rise of the creative writing program after World War II. This course, in short, examines 10 great American novellas in the hope of gaining a better understanding of American literary history, the novella as a genre, and 'greatness' as a label of critical and institutional consecration.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL250 Technologies of the Self**

Where does the idea of an authentic self come from? This desire to represent the authentic self informs the narrative genre of the confession and memoir and the visual one of the selfie alike. Yet both the memoir and the selfie 'self' are mediated, first, via the technologies of print and screen, and second, via the conventions of particular genres that make these legible as a memoir and selfie, as opposed to, for example, an interview or a portrait. In this course, we will examine how different technologies not only represent but produce the self. These technologies include 'writing' technologies: print and digital; genre and medium (autobiography, the slave narrative, memoir, self-portraits, and selfies); and technologies of the state, which produce citizens, subjects, and humans.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **AFAM237, AMST223**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, air pumps, 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 satirists 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 logics that structured 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: **OPT**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: **OPT**  
 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 Literature of the Gilded Age**

The decades after the Civil War witnessed a dramatic upheaval in American social experience. This was the period of big business and class conflict; mass urbanization and transportation; race-based segregation and non-Anglo immigration; globalization, imperialism, and the closing of the West; the increased agitation for women's rights; the growth of tourism both at home and abroad; and the rise of professional institutions and institutionalized social reform. This course will examine writers who creatively responded to these massive social changes.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **HA-ENGL**  
 Identical With: **AMST278**

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 Philadelphia drawing rooms to Caribbean plantation fields. 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**  
 Identical With: **WRCT228**  
 Prereq: **None**

#### **ENGL259Z 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**  
 Identical With: **WRCT228Z**  
 Prereq: **None**

#### **ENGL260 The Word for World is Information: Ideologies of Language in Science Fiction & Film**

By the middle of the 20th century, it had begun to seem possible to produce a grand theory of communication that would use language as a basis for understanding all of human thought, behavior, and culture. As competing versions of such a theory circulated through academic disciplines as disparate

as anthropology, neurophysiology, and the emerging field of computer science, they also filtered out--sometimes in strangely warped or oversimplified forms--into popular culture.

This course will examine the most interesting and influential of these theories, both in their scholarly origins and in their most puzzling and promising elaborations in works of literary and filmic science fiction. We will be particularly attentive to the ways that the narrative logic of science fiction texts can gloss over certain logical and philosophical inconsistencies in these theories while revealing others.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL258**

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**

Prereq: **None**

#### **ENGL262 Beyond the Talking Book: Reading African American Literature in the Newspapers**

The majority of late-nineteenth and early twentieth century African American writers, such as Frances Harper, Martin Delany, Pauline Hopkins, W.E.B. Du Bois, and Cyril Briggs, published their work in African American periodicals. In this course, we will examine the works of these canonical authors (as well as some lesser known ones) in their original publication context, the magazine archives of *The Christian Recorder*; *The Anglo-African Magazine*; *The Colored American Magazine*; *The Crisis*; *The Crusader*; *Opportunity*; and *Fire!!* The guiding question in our readings is this: how does our understanding of these canonical texts change when we read them in their original context--as either serial novels, or as components of a larger composite magazine, consisting of multiple different texts and images? In addition to honing students' literary close-readings skills, this course aims to teach students how to do original research and critically engage with multi-genre, mixed forms like the magazine.

Authors we will read include: Frederick Douglass, Charles Chesnutt, Frances Ellen Watkins Harper, Langston Hughes, Zora Neale Hurston, W.E.B. Du Bois. In order to get a better understanding of the literary conventions of the serial form, students will read one of the assigned serialized novels (Pauline Hopkins' *Of One Blood*) in its original installment-format, week-by-week. Reading these works serially will also enable them to play closer attention to each installment's relationship to its surrounding texts and images.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM261, AMST262**

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 Wehiliye, 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, FGSS276**

Prereq: **None**

#### **ENGL264 Outsiders in European Literature**

Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL274**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA199**

Prereq: **None**

#### **ENGL270 Writing Creative Nonfiction**

Practice in writing literary and journalistic nonfiction--for example a profile, narrative, review, commentary, travel essay, family sketch, or personal essay. Students are also welcome to try science writing, arts or music reviewing, and other specialized writing designed to engage general readers. Readings include work by Joan Didion, Annie Dillard, William Finnegan, George Orwell, Brian Doyle, Andre Aciman, and many others.

Offering: **Host**

Grading: **OPT**

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**

Prereq: **None**

#### **ENGL274 Caribbean Poetry and Cinema: 'Fields of Islands' in an Open Sea**

In this course, we will consider poetry and cinema that make radical images, sounds, and shapes of the Caribbean as a 'field of islands'--islands that presume other islands, islands of foraging, convening, gathering, and concentrating on the small, in the words of Édouard Glissant--in an open, relational sea.

We will trace how the Enlightenment installs itself in the longstanding colonial tropes that 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-21st century Caribbean poetics and cinemas that deviate from, challenge, escape, and mangle these tropes and their spatio-temporal unimaginativeness. And we will investigate the ways that these texts and forms make use of the figures of sea, plantation, slavery, indigeneities, uprising, marronage, desire, revolution, apocalypse, vengeance, and imagination. Concerns of nationalism, development, humanism, capitalism, and subjectivity will manifest.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL275 Race and Place in Early American Writing**

This semester, we will examine early American texts that are preoccupied with the intersection between the unsettled (and often unsettling) categories of race

and place. In the wake of colonial contact and in the midst of chattel slavery, people in varying positions of power and subjection took to the pen in order to reify or resist white supremacy and its attendant discursive and physical violence and violation. With an eye toward the strategic uses of memory and witnessing by those who were displaced and/or enslaved, we will read primary texts from the 17th to the mid-19th century that were written by people of color. To conceptualize race and nation is to think relationally, so we will also take up texts about people of color, which are often animated by the seductive effects of nostalgia and sentimentality.

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, and 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 Americas, focusing especially on 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 and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, 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. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for 'insurrection' (Moten), 'gaps, overlaps, dissonances' (Sedgwick), and 'listening in detail' (Vazquez).

Offering: **Crosslisting**

Grading: **OPT**

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 analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American 'Indians.' After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **FGSS320, CHUM289, THEA290**

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 meter, rhymes, couplets, personas, personifications, periphrases, and conceits. Wonderfully, some of these old techniques are in the ascendant again today: hip hop privileges rhyme, and post-humanism 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL284 Literary Perversions: Revolution, Democracy, Identity**

The Federalist Papers wrote under the strong impression that the American Revolution was imperiled by an overwhelming debt and the lack of a national authority and identity to bind the States together. Public fear of moral

degeneration via the replacement of the 'Old World' symbolic order with a 'New World' order under the aegis of 'representative democracy' loomed over the republic.

Taking these concerns and the dissemination of The Federalist Papers as our point of departure, this course will examine how representations of 'non-normative' identities in several major 19th-century works relate to the problems of representing democracy in the aftermath of the American Revolution. Many of the most famous canonical literary texts in the United States during the 19th century write about 'non-normative' topics such as maternity, slavery, bestiality, and gender inequality in the context of narratives that attempt to rewrite the legacy of the American Revolution. By focusing on the literary treatment of these 'perverse' topics, we shall attempt to understand whether the authors we will undertake close readings of in this course were successful in their endeavors to not only amend the shortcomings of the Revolution, but also to think more rigorously about the history of slavery and gender inequality.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM288, AMST277**

Prereq: **None**

**ENGL285 Gothic, Realism, Comedy: Victorian Modes, Plots, and Frames of Mind**

This course offers an introduction to British literature from the 1840s to the 1890s, with an emphasis on three aesthetic modes that thrived during the era: gothic, realism, and comedy. Each part of the course will be anchored by one or two novels: 'Jane Eyre' and 'Great Expectations' for gothic, 'Middlemarch' for realism, and 'Barchester Towers' for comedy. We will also examine poetry, nonfiction prose, drama, and painting and explore how these modes opened up cross-genre and cross-media conversations. Central themes include the legacy of the Enlightenment; changing concepts of personhood; the relation between science, nature, and faith; the politics of class and gender; the tension between the language of everyday life and the language of literature; and the role of art in a rapidly changing, chaotic, and often exhilarating modern world.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL286 Literature of the Harlem Renaissance**

During this course, students will read canonical and popular literary works by early-20th-century African American authors in tandem with the vibrant body of literary criticism that emerged from this cultural moment in order to arrive at a richer understanding of how the early 20th-century African American canon was curated and proliferated. To this end, we will pay special attention to the role of anthologies and literary magazines (such as 'The Crisis,' 'Opportunity,' and 'Fire!!') in collating an emergent modern African American literary tradition. At the end of this course, students will be familiar with not only the key authors and works of the Harlem Renaissance, but also with the central debates about the direction and uses of African American literature in the early 20th century. These discussions of the uses and selection criteria of the book-form anthology on the one hand, and the serial literary magazine on the other will prepare students for one of the main assignments: curating a new syllabus entry for future versions of this course. The aim of this assignment is to alert students to the politics of knowledge production that determine which texts get taught, anthologized, and studied. Finally, the differing lengths and types of course assignments will require students to learn how to present their ideas across a variety of genres (syllabus proposal, annotated bibliography, research paper, short close-reading paper).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**



Gen Ed Area: **HA-ENGL**  
 Identical With: **AFAM286**  
 Prereq: **None**

**ENGL287 On The Border: Chicana/o, American, and Mexican Literatures and Cinemas**

The U.S.-Mexico border as spectacle of trespass, as militarized zone. The border as desert wasteland; as ground for legalized lawless detention and incarceration; as burial ground; as site of smuggled pleasures, of fugitive joy, and feelings of desire for that which threatens dominance. This course will engage brown, black, Afro-Latinx, and indigenous literary, aesthetic, and cinematic imaginings of the geographies of desire that play out across the border as a shifting site, and their critiques of imperial, colonial, capitalist, anti-indigenous, and anti-black histories of racialized citizenship.

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**

**ENGL289 Intertextual Aesthetics in African American Culture: From Signifyin(g) to Sampling**

Intertextuality, the integration of references to multiple texts into a single artistic work, has long been considered a hallmark of postmodern aesthetics. This course will begin from the premise that this intertextual approach was a foundational aesthetic technique for African American cultural producers long before any discourse around postmodernism entered the lexicon. From David Walker's 'sampling' of the Declaration of Independence in making his 1830 anti-slavery Appeal, to Kara Walker's incorporations of imageries and artistic techniques of the antebellum South to comment on contemporary realities of blackness, African American artists have long made use of intertextual aesthetics not merely in the service of postmodern indirection, but in order to represent the realities of black lived experience in America. This course will investigate the transmedial history of this intertextual black aesthetic, examining African American literature, music, film, and visual art, and will consider various ways in which black intertextual aesthetics have been theorized, from Henry Louis Gates' notion of 'signifyin(g),' to discussions of hip hop sampling and Black Twitter. As mass-mediated technologies have proliferated in the 20th and 21st centuries and representations of 'Blackness' writ large have exponentially multiplied in the popular imagery, contemporary artists increasingly sample and signify on these representations themselves. So a significant piece of our work in the course will be in analyzing the ways that the intertextual aesthetic is mobilized in the contemporary moment to speak to material realities of postmodern blackness, and to articulate nuanced black subjectivities in the face of subjection.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM276**

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**

**ENGL291 The First Stories: Oral Poetry in Greece and Anglo-Saxon England**

An introduction to the themes, techniques, poetics, and ideologies of the oldest surviving poems in Greek and Old English.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL292 Techniques of Nonfiction**

In this course, we will learn how to craft and revise short pieces of nonfiction writing that draw on our own life experiences and our observations of the world around us. To achieve this goal, we will constantly be creating and editing our own prose, and we will perform various writing exercises. Moreover, we will read our colleagues' nonfiction prose and offer them thoughtful, generous feedback. Finally, we will read various published nonfiction essays--memoirs, musings, reviews, and reportage--and we will analyze these pieces in order to understand how veteran authors narrate 'real-life' stories in a way that is engaging, beautiful, and meaningful. Upon completing this course, you will have a deeper knowledge of how to construct resonant nonfiction narratives, and a better understanding of various literary concepts, including pacing, arc, imagery, place, and character. You will have learned how to harvest experiences and observations from your own life in order tell a story that reveals subtle but acute information about the larger world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL292A Techniques of Nonfiction: Memory and Memoir**

Taking the shifting nature of memory--sometimes fluid, often repressed, shape-shifting, nonlinear, occasionally contradictory--as our starting point, we will read and write memoirs, personal essays, and experiments. We will examine how writers convey not only remembered events but also the events' lasting emotional and symbolic significance, almost invisibly, within the technical aspects of their texts. As we read and write, we will consider the relationship between content and form in personal nonfiction, and we will explore the various ways writers employ narrative and anti-narrative structures when writing about oneself and one's own life. In other words, this semester, you--everything that composes who you are as an individual--will be your primary subject matter as we think about memory, consciousness, the (un)reliability of linearity and 'truth,' and language's relationship with time, presence, and place. We will look deeply into the complexities of what it means to be a person in the world, with language alive inside of us. We will walk into the rooms of our memories and

heritages. We will question our relationships with temporality and language, and we will dredge up—in order to write through—our most impossible thoughts.

We will divide our time between reading contemporary investigations into nonfiction forms—the memoir and anti-memoir, experimental fictions that cull from one's life and heritage, the lyric essay, and hybrid essay forms—and writing our own nonfiction texts in response. There will be biweekly presentations, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in a book arts project and a reflective essay.

Offering: **Host**

Grading: **OPT**

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 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: **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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **COL339, CCIV393, CEAS340, RL&L290, 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL296Z 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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT264**

Prereq: **None**

#### **ENGL298 Richard Wright and Company**

This course offers an in-depth consideration of the work and career of Richard Wright, a defining figure in 20th-century African American literature, and seeks to understand Wright's interactions with a wide array of mentors, proteges, and enemies. By placing Wright amid the network of supporters, admirers, and detractors who surrounded him, we will gain a deepened understanding of Wright's development and a useful map of 20th-century African American literary expression and American literary history more broadly. Writers to be covered in the course may include, along with Wright, Hannah Arendt, James Baldwin, Gwendolyn Brooks, Horace Cayton, Ralph Ellison, James T. Farrell, Dorothy Canfield Fisher, Chester Himes, Langston Hughes, Zora Neale Hurston, Alain Locke, Gertrude Stein, Margaret Walker, John Williams, and Frank Yerby.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM298**

Prereq: **None**

#### **ENGL300A Creative Writing Workshop: Multi-Genre: Writing Ecologies**

How can environmental literatures wake us up to the more-than-human world, re-wild our senses and syntaxes, realign our perspectives, and call forth an awakened sense of belonging? How do the lenses of culture, gender, and class affect how we observe and describe the world in which we live? How might thinking, synergistically, as an ecosystem forge new lenses, new emotional and intellectual centers?

In this open-genre workshop, we will read and write texts that honor a wider ecological consciousness, that celebrate the interconnectedness of the biota, and that are a call to action. We will keep field notebooks, perform site-specific writing experiments, apply permacultural perspectives to the ways we language and read our environments, take steps toward bioregional literacy, consider interspecies encounters, climate change, sustainability, environmental justice, geologic time, artistic-practice-as-research, and bear witness as acts of remediation.

We will divide our time between reading environmental literatures in nonfiction, fiction, poetry, and hybrid forms and writing our own texts in conversation. There will be weekly presentations, writing experiments, suggested field trips,

and workshops of one another's work. The class will culminate in a book arts project and reflective essay.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL216 OR ENGL292 OR ENGL296ENGL216 OR ENGL292 OR ENGL296**

### **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: **OPT**

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, AFAM305**

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 Asian American Posthumanisms: Biopolitics, Ecopoetics, and Literature**

From 19th-century anxieties concerning subhuman coolies to 21st-century celebrations of suprahuman cyborgs, US discourses have always figured people of Asian descent as peripheral to the category of the human. While Asian Americanist scholarship has often responded by asserting the humanity of Asian Americans, a number of scholars and writers have begun to explore and even embrace the inhuman character of the Asian American. Drawing from recent scholarship in science studies, political ecology, anthropology, and literary studies, this course will consider what it looks like to shift the scale of

analysis from the individual, organismal human to the social logics, biopolitical infrastructures, and ecological entanglements that supersede the human, or conversely, to the bodily fragments, molecular processes, and fragments that subtend the scale of the human. We will pay particular attention to the question of what consequences decentering the human has for the ethnic novel, a genre often valued for its ability to affirm the humanity of racialized subjects. For instance, what kinds of aesthetics and politics emerge from an imaginary centered not on the human individual but on systems, landscapes, entanglements, and other imaginative forms and social practices? What does a novel centered not on a human protagonist but on an object, a clone, or an ecosystem look like?

To explore these non-human centered logics and forms, we will read theoretical texts by Anne Cheng, Rey Chow, Donna Haraway, Aihwa Ong, Rachel Lee, Nikolas Rose, Anna Tsing, and others, alongside a selection of contemporary (and capaciously defined) Asian/American novels by writers such as Kazuo Ishiguro, Larissa Lai, Chang-rae Lee, Ruth Ozeki, and others.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM308, AMST318**

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 All the Feels: Affect Theory and Cultural Studies**

Butterflies in your chest. Perspiration on your upper lip. A racing heart. Every day we witness and manage sensorial experiences; quite often these negotiations illuminate the ways in which powerful norms and institutions shape our daily lives. This course explores the relationship between the seemingly individualized experience of feeling and the social world of power by introducing students to the vibrant field of affect studies. A recent 'turn' in critical theory, affect theory is interested in embodiment, the senses, and sensorial experience, questioning the dominance of rationality and cognition by exploring the role emotions and feelings play in our social worlds. This course will focus predominantly on affect theory as it emerged from queer, feminist, and racialized minoritarian discourses in order to ultimately contemplate the ways theories of affect, feeling, sensation, embodiment, and emotion open up literary and cultural texts.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT302, FGSS314**

Prereq: **None**

#### **ENGL309 Entertaining Social Change**

'Our problem,' Tom Frank writes, 'is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted.' This is especially true of 'entertainment' as a transformative power. Our aim will be to advance critical entertainment studies. A thread that connects all of our texts will be: How has the systemic critique of social contradictions been popularized as fascinating in modern times? A related concern: What are the seductions and violence built into 'enjoyment'—'enjoyment' that reproduces 'Americans'? We will 'entertain' the diverse strategies that progressive songwriters/performers, radical historians (working with cartoonists), and mainly moviemakers have developed to entertain Americans—to teach, persuade, provoke, seduce, and move them through laughter, tears, and not least of all ideas—so that Americans will be more inclined to 'entertain' social critique that inspires social change. We will consider the popularizing (and sometimes the selling) of social critique in several genres: graphic history (Howard Zinn, Paul Buhle); songs/song lyrics of folk-protest singers (such as Woody Guthrie, Pete Seeger, and Phil Ochs), of folk-rock stars (such as Jackson Browne, Ani DiFranco, and Father John Misty), and of the developers of hip-hop (such as Gil Scott-Heron, Public Enemy, and NWA); and politically-edgy comedy (Jon Stewart, Stephen Colbert). We will devote most of our attention to movies ('Straight Outta Compton,' 'The People Speak,' 'Malcolm X,' 'Medium Cool,' 'Network,' 'El Norte,' 'Smoke Signals,' 'Before the Flood,' 'The Black Panthers: Vanguard of the Revolution,' 'Salt of the Earth,' 'Matewan,' '99 Homes,' 'The Wolf of Wall Street,' 'The Big Short'). And we will place special emphasis on self-reflexive movies about 'entertainment' and about labor/social movement organizing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST315, FGSS315**

Prereq: **None**

#### **ENGL310 The Medieval Beast**

How did medieval writers think about the distinction between human and animal? This course will examine the categories of soul and body, ruler and ruled, language and thought—among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include Marie de France's 'Lais and Fables,' Chrétien de Troyes's 'Knight of the Lion,' William of Palerne, Sir Gawain and the Green Knight, and Chaucer's 'Parliament of Fowls' and 'Nun's Priest's Tale'; also bestiaries (encyclopedias of beasts) and some treatises about hunting and falconry.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST312**

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 the Essay**

This course is a workshop designed to introduce the art, craft, and business of essay writing. You will be reading and discussing essays of varying length and structure, as well as writing essays and workshoping those essays in class.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **HA-ENGL**  
 Prereq: **None**

#### **ENGL314 Circulating Bodies: Commodities, Prostitutes, and Slaves in 18th-Century England**

In the newly booming consumer culture of Enlightenment England, people were constantly buying and selling things--bespoke suits and manufactured trinkets as well as human bodies. Sex workers used their bodies to enter into trade agreements, and the imperial economy was built on the enslavement of African people. This course will explore how people and things were turned into circulating objects, and it will trace these as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will listen as the 'things' themselves tell ethically and socially urgent stories. In the period, consumer objects, sex workers, and enslaved peoples all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, labor, race, 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: **OPT**  
 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: **Cr/U**  
 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, altering how we read and write and what we read and write about. This course examines the resurgence of the category 'world

literature' to explore how globalization affects practices of writing and reading in the 21st century. What does the 'world' in 'world literature' mean, and who writes world literature? To better understand how economic, environmental, technological, and political transformations affect our understanding of world literature, we will read pivotal theoretical works in the expansive field of world literature alongside several recent novels that thematize these scales of global comparison.

Offering: **Host**  
 Grading: **OPT**  
 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**

#### **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 The Senses and the Subject in Cinema and Poetry**

In this course, we will study a mixture of emotionally stimulating and structurally difficult cinema and lyric poetry to intensify our capacity to articulate a notion of the senses. Do the senses presume the subject? How do poetry and cinema imagine, racialize, gender, and play with the relation of the senses to the subject? While these two art forms might seem like strange neighbors, this course specifically imagines cinema and lyric poetry as 'repositor[ies] of synesthesia' wherein feelings move fugitively, where one sense dubs into and disturbs the imagined discrete domain of the other in measured intervals of time that are generative of sounds, images, and of that which overflows the visual.

The films and poetry selected may carry students into cuts of the Caribbean, the black Atlantic, France, Sweden, Mexico, the U.S., Senegal, Mali, and Spain at distinctly urgent moments in the mid-20th to early 21st century. The threads that will sew the course's images together and bind them to the human subject and senses are the celestial and terrestrial, creation, decomposition, displacement, migration, fascism, colonialism, globalization, and love.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**



Gen Ed Area: **HA-ENGL**

Identical With: **AMST304, FGSS310**

Prereq: **None**

#### **ENGL321 Insubstantial Pageants: Late Shakespeare**

This seminar examines the Center for the Humanities' Spring 2020 theme of 'Ephemera' through the lens of four late plays by Shakespeare ('Hamlet,' 'King Lear,' 'The Winter's Tale,' 'The Tempest') and their preoccupation with the time, temporality, belatedness, and the ephemerality of theater (and the world-as-stage).

In addition to considering the mutability of the play-texts themselves (several of which exist in multiple versions), we will consider how they refashion their sources, and how they are themselves refashioned in later productions and adaptations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM337**

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 What Was the Public Sphere?**

The democratic revolutions of the 18th century are often thought to have originated with the emergence of modern reading publics--groups of strangers who, through the alchemy of print, came to understand themselves as coherent entities capable of exercising political power against the state. The 'public sphere' is central to American identity in particular, from the debates that raged in newspapers before the ratification of the Constitution to the calls for civility that have appeared more recently on Twitter and in New York Times op-eds. This course will explore the relationship between print culture and political action by reading 18th- and early-19th-century American literature. We will consider the material and social conditions that gave rise to the public sphere. We will examine the role of rational discourse in adjudicating political claims. We will ask whether the public sphere ever actually existed, and whether it does--or can--exist in our current historical moment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AMST234**

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: **OPT**

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 experiment with essay forms, develop and revise their own new work, discuss a wide range of published texts, and collectively consider the possibilities of the genre.

Offering: **Host**

Grading: **OPT**

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 analyze a wide range of published texts, develop and revise new work of their own, and collectively consider the possibilities of the genre.

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 enable 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**

Identical With: **RL&L327**

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**

Identical With: **AFAM328, FGSS308**

Prereq: **None**

**ENGL329 Special Topic: Writing and Reading Short Stories**

Each week we will be reading two of the class's short stories, in progress or completed, plus a published story. Over the course of the semester, students will complete three stories, length is negotiable. As class participants, students should bring their most thorough and considered observations about the works to the conversation, which means reading both the student pieces and the published stories several times. Students will be writing detailed comments on the manuscripts and an overall critique of at least one double-spaced page.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296 OR ENGL325 OR ENGL339**

**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 Artifacts of US Empire: Post-Cold War Narratives of Migration and Multiethnic Literature**

This course focuses on post-cold war literature about migrating to the US. By reading diasporic fiction coming out of and about Indian, Iranian, Cuban, Dominican, Filipino, Vietnamese, and Korean diasporas, students will examine how stories of migrating to the US are noteworthy artifacts of US empire. Importantly, we will question the ways in which these texts are tasked with the work of representing empire, imperialism, trauma, violence, and, for that matter, assimilation, meritocracy, and the US as benevolent nation-state. How do they challenge these expectations? Rescript them? Fall into their alluring traps?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT303, AMST263**

Prereq: **None**

**ENGL332 About Clothes: Poetics and Politics**

This course is a chance to think together about living in, and in relation with, clothes. We will examine some of the histories, meanings, and monies that circulate around sartorial style, focusing on several interconnected sites around the world, from the 18th century to the present, and drawing on literature, performance, visual arts, historical and scientific scholarship, journalism, and activism. As we investigate forms of work, representation, and resistance that have produced some of the clothes of this time and of the past, we will study the transatlantic and global circuits (among Europe, Africa, Asia, and the U.S.) that have informed various fashion systems. We will consider how particular textiles and textures, cuts of cloth, and racialized and gendered ideas of style emerged in conjunction with enslaved and other forms of labor. We will look at some of the reasons why the work, products, and pleasures of this multibillion-dollar

business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking about the connections between style and sexuality, we will also look at examples of ritual, political, and medical uses of clothing. Throughout, students will conduct their own experiments at the intersections of language, sounds, identities, and the materiality of clothes. This seminar will welcome guest speakers who are experts on aspects of African, European, British, African American, and Middle Eastern clothing and fashion. It will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester's theme of ephemerality.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM333, FGSS333**

Prereq: **None**

**ENGL333 Special Topic: Novel Forms**

In this special topics course, we will undertake a study and writing in long-form prose work. While our primary examples might most easily be classified 'fiction,' we may also engage periodically in complicating such designation. Engagement with the reading list will be based upon arising concerns within current and more historical pieces. Classroom discussion will help us develop a series of theories and practices beyond the pale of the standardized.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL216 OR ENGL292 OR ENGL296**

**ENGL334 Special Topic: Something in the Air: Mining the Oral/Aural Tradition in African American Poetry**

In his book-length manifesto, *Poetry as an Insurgent Act*, Lawrence Ferlinghetti claims that 'the printing press killed poetry.' What he seems to be lamenting—at least, in part—is the privileging of the written word to the detriment of poetry's musical, or aural, qualities. In this advanced-level workshop, we will focus on the poem as something intended to be read aloud and listened to. This course will also examine the roots and evolution of the African American oral poetic tradition with special attention paid to the rhetorical strategies derived from the black church, adopted by civil rights leaders and speech writers, and used to varying degrees by poets ranging from those of the Black Arts Movement of the 1960s and '70s to practitioners of contemporary hip-hop and spoken word. Some of the poets under consideration include Amiri Baraka, Oscar Brown Jr., Jayne Cortez, Gil-Scott Heron, June Jordan, The Last Poets, Carl Hancock Rux, Sonia Sanchez, Patricia Smith, Jessica Care Moore, Laini Mataka, and Saul Williams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM334**

Prereq: **ENGL216 OR ENGL336 OR ENGL337**

**ENGL335 Wordsworth and Blake**

This course examines the long, parallel careers of the two greatest poets of their generation writing in English: William Wordsworth and William Blake. Although they exerted little or no influence upon one another, their writing developed along strikingly similar paths as it responded to—and shaped—the rapidly changing, often disorienting literary, political, and cultural world of late 18th- and early 19th-century Britain. We will examine the artists and events that inspired them, from John Milton to Robert Burns to the French Revolution. We will bring into conversation their songs, autobiographical poems, aesthetic manifestos, and prophetic and visionary works. Throughout, we will pay attention to how they approached traditional and experimental literary forms, engaged with visual arts and with music, and developed a theory and practice of literary and everyday language.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **HA-ENGL**  
 Prereq: **None**

#### **ENGL336 Intermediate Poetry Workshop**

How does poetry express what, at first, might seem inexpressible? In this project-based workshop, we will explore this question in an attempt to say the unsayable. Guided by immersive writing and reading experiments into language's limits, students will craft a cohesive, project-centered body of poems while cultivating an engaged daily writing practice.

Offering: **Host**  
 Grading: **OPT**  
 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**

#### **ENGL337A Advanced Poetry Workshop: Radical Revision**

'Poetry,' writes Yusef Komunyakaa in his essay collection *Blue Notes*, 'is an act of meditation and improvisation. And need is the motor that propels the words down the silent white space.' In this intermediate poetry workshop, students will consider various perspectives on the revision process and explore strategies for redrafting poems-in-progress. While this class is open to any poetry student with previous workshop experience, those who stand to gain the most are those who've already amassed a sizable body of work--poems, drafts, notes--with which they are, for the most part, dissatisfied and eager to improve. It is imperative that students come with an open mind and a willingness to surprise themselves and one another.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **HA-ENGL**  
 Prereq: **ENGL216 OR ENGL336 OR ENGL337**

#### **ENGL338 Serial Sensations**

Regardless of their medium or period, serial texts are often associated with sensationalism. Not only do they frequently feature sensational plots, but by virtue of producing intense fan cultures the texts themselves become public sensations. From 'Bleak House' to Marvel comics, and from 'Game of Thrones' to the podcast 'Serial,' serials have produced vibrant if not fanatical fan forums and fan cultures. This course will examine the aesthetics and politics of serial texts ranging from didactic novels to gory and racy ones, and from television shows to podcasts and audio books. Throughout the course of the semester, students will engage in forms of serial reading, listening, and writing, and will discuss the effect of the serial format on plot, characterization, and genre. Moreover, they will examine the ways in which the serial format shapes narrative desire, and the ways in which it molds reading and viewing habits--that is, the mechanisms and logics through which a serial reader, listener, or viewer is produced.

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**

#### **ENGL339A Intermediate Fiction Workshop: Vernacular**

This workshop examines English-based vernaculars from around the world. Students will compose at least two short-stories incorporating the vernacular.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**

Gen Ed Area: **HA-ENGL**  
 Prereq: **ENGL296**

#### **ENGL340 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene**

How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use--through poetry--alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary ecopoets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time and we will learn to see how these poems resist closure and are instead guided by experimentation, exploration, and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is a workshop for students committed to developing an understanding of ecopoetry's place in the more-than-literary world, as well as developing a personal ecopoetics from which to write, read, and live. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, each student will have written a project-centered collection of ecopoems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in an ecobook arts project and reflective essay.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **HA-ENGL**  
 Identical With: **ENVS330**  
 Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

#### **ENGL341 Archiving America**

How do we know what we know? This seminar will explore how the literary archive has shaped diverse imaginings of America and the politics of knowledge production. We will read primary works in which archives feature prominently and that compel us to question how we determine what an archive is and what its meanings are. To interweave archival theory and practice, we will also work with Wesleyan's Special Collections and Archives. Students will have the option of delving into their own materials or the University's archives to undertake projects that illuminate something new about America.

Offering: **Host**  
 Grading: **OPT**  
 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**

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 Utter Nonsense: Modernist Experiments with Meaning**

In 'The Use of Poetry and The Use of Criticism' (1933) T.S. Eliot wrote, 'The chief use of the 'meaning' of a poem, in the ordinary sense, may be [...] to satisfy one habit of the reader, to keep his mind diverted and quiet, while the poem does its work upon him: much as the imaginary burglar is always provided with a bit of nice meat for the house-dog.'

To extend this analogy: this course will look at texts by meatless burglars, writers who set out not to sedate but to conscript the sense-sniffing house-dog as they pillage the house for things of value.

This course will survey some of literary modernism's most defamiliarizing texts, ones that challenge interpreters by withholding or avoiding that digestible (and perhaps soporific) 'meaning' Eliot referred to. We will look at modernist formal experiments from Gertrude Stein and Guillaume Apollinaire through Dada, surrealism, the French New Novel, and the theater of the absurd, alongside the less prominent but equally influential exploration of aleatory, procedural, and machine-generated poetry by writers such as Jackson Mac Low and the Oulipo. Working with authors' manifestos and critics' interpretations alongside the primary texts, we'll pay special attention to the varied relationships to meaning that can be found at work in texts that a casual reader might lump together as simply meaningless or nonsensical.

As the semester progresses and we get a clearer sense of what these texts require from their readers, we'll begin to ask (with the help of some basic readings in semiotic and psychoanalytic literary theory) how our interpretive behavior when confronted with seeming nonsense might relate to the various things we do when we read normal or typical texts--ones that strike us as already or obviously meaningful. Is making sense something that a text can ever do on its own or something that we must always do to (or for) the text?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL338**

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 Refugee Literature**

In this course, we will study literature by and about refugees to consider what might define refugee aesthetics and think about how refugee cultures actively shape and are shaped by international discourses of human rights. As the official number of refugees continues to climb, the media typically portrays refugees as figures who exist in a state of crisis and require immediate humanitarian aid. However, as scholars working in the field of critical refugee studies show, the habit of framing refugees in terms of states of emergency tends to detach refugees from the historical and political contexts that create conditions of



forced migration and statelessness. We will historically and environmentally situate the works we study and examine various theories related to forced displacement to explore the thematic concerns and aesthetic shapes of refugee literature. We will also conceptualize how this body of work can serve as a premise for the broader study of American literature.

Offering: **Host**

Grading: **OPT**

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. 1580-1680). 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, CHUM345**

Prereq: **ENGL201**

#### **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**

Identical With: **AMST350, AFAM350**

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 Race, Ethnicity, and Religion in Medieval Literature**

Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question by considering the invention of medieval ideas of race, ethnicity and religious difference. Our focus will be on a selection of texts dealing with encounters--real and imaginary--of Western European Christians with cultures from the Mongol Empire to the Celtic 'borderlands.' The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts and, above all, romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **MDST353**

Prereq: **None**

#### **ENGL354 Reading and Rereading Moby Dick**

For many, Herman Melville's *Moby Dick* is the greatest novel in all of American literature, an undisputed classic. 'It is a great book, a very great book,' D.H. Lawrence declared. 'It moves awe in the soul.' E.L. Doctorow once proclaimed that American literature begins with *Moby Dick*, 'the book that swallowed European civilization whole.' When *Moby Dick* was first published, however, it was a critical and commercial failure. This class will encourage students to reflect on the nature of literary experience by reading *Moby Dick* twice. We will try to figure out why readers overlooked the novel when it was originally published, and why readers later, after a second closer inspection, gained a greater appreciation for the novel. We will think about what happens when we encounter a text for the first time, and how different kinds of meaning might accumulate over multiple readings. We will consider whether twentieth-century institutional structures, from the modern seminar to the cheap trade paperback, made *Moby Dick* more likely to be read and reread. In the end, this course offers students the chance to study a literary classic in depth. We will read and reread *Moby Dick* to better understand how literature works, and how American literary history has taken shape.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL355 Scribes, Book Worms, and Bibliomaniacs: The Thrall of the Book**

Even in the age of electronic and audiobooks one still hears book lovers exclaim on the unique sensation of 'holding the physical book,' the smell of its pages, and the pleasures (or transgressions) of being able to write notes in one's own physical copy. Loving books thus amounts to more than reading text, it often



involves a relationship with the physical objects of books. The course has a two-pronged focus: the history of the evolution of the book as medium and the literature on the creation, collecting, and circulation of books. This means that we will be tracing the evolutions of reading and writing as technologies on the one hand, reading literary representations of this evolution on the other. Our discussions of bibliomania and the preservation impulse of archivists and book collectors will be accompanied by practical exercises with physical books in Special Collections.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

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 Black Texts, Lost and Found**

This course examines histories of loss and recovery of black texts in the US and the Atlantic world more broadly. We will bring a three-pronged approach to our subject matter. We will analyze first the constitutive silences of the archive: epistemic and material neglect, or what Michel Trouillot has termed the 'silencing of the past'; second, the preservation efforts of black newspaper editors, librarians, and bibliophiles; and third, the 'counter-archiving' work of Afro-diasporic historical and speculative fiction. As we traverse different periods and empires we will consider what the concepts of the 'black archive' and 'black ephemera' mean to different disciplines. We will study the repressions of black Arabic writing practices in the US South and our fragmentary recovery of them in the late 20th century, unfinished novels about Black Atlantic revolutions such as Martin Delany's 'Blake,' incomplete runs of historic black newspapers, debates about the illusions and desires of 'recovery,' and the criteria that determine what counts as ephemeral and when.

We will move across different media, from print--'I, Tituba,' 'M Archive,' 'Blake,' '(Dis)forming the American Canon: African-Arabic Slave Narratives and the Vernacular'--to films--'The Watermelon Woman,' 'Looking for Langston,' 'The Last Angel of History'--and from digitized databases of photographs at the ongoing archiving project The Missing Chapter: Black Chronicles to digitized newspaper archives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM336**

Prereq: **None**

#### **ENGL358 Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11**

In this interdisciplinary, mixed-genre writing seminar, students will create works of creative non-fiction--book and film reviews, op-ed pieces, and memoirs--and short fictional pieces 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 significant 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, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their 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: **OPT**

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, CEAS361**

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, 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 co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.

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 'words are also deeds,' as Wittgenstein puts it.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **ENGL366 Special Topic: Magical Realism**

This course is an Advanced Fiction Workshop exploring the history and techniques of Magical Realism. We'll begin with an examination of several of the foundational 'Boom' writers of Latin America and the Caribbean, continuing with other, more contemporary writers in the genre. In addition to the novels on the reading list, short stories by Julio Cortázar, Jorge Luis Borges, Salman Rushdie, Karen Russel, George Saunders, and several other authors will be provided as photocopies. During the semester students will write two short stories utilizing this form, which will be workshopped by the class.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **(ENGL296 AND ENGL339) OR ENGL342**

#### **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**

#### **ENGL370 The Novel as History**

Ever since the historical novel's appearance in the early 19th century, the genre has flourished as a way to describe and invent the past. But these novels tend to write history differently--filling in the gaps of dominant historical records, attending to overlooked psychic and material spaces--reimagining past lives and events to do work in the present. This course will examine the historical novel to explore how its formal strategies amend or improve upon conventional modes of writing history. Each week we will read historical novels supplemented by theoretical readings. Together this will allow us to think about a range of topics including but surely exceeding: memory, utopia, nationalism, romance, trauma, commemoration, objectivity, war, archives, realism, speculation, and the everyday. In addition to full-length works, we will be reading selections in works by Karl Ove Knausgaard, Saidiya Hartman, Shula Marks, György Lukács, Paul Ricoeur, and others.

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 Race, Violence, and Resistance: Pauline Hopkins and Charles Chesnutt**

This course undertakes to look at the careers of two African American writers who flourished at the end of the 19th and the beginning of the 20th centuries. Through an exploration of a range of their published writings--novels, short stories, political and historical essays, biographical sketches, and journalism--we will attempt to understand some of the key cultural, social, and political issues of the era in which they wrote. We will also see the ways these two different writers conceived of and entered the literary marketplace, and how the independent venues and established publishing houses with which they were associated affected their artistry. In the end, an examination of two writers of different temperaments, different literary sensibilities, and different political affiliations will help us more profoundly understand the remarkable challenges African American writers faced during the decades from 1890 to 1910.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **AFAM372**

Prereq: **None**

#### **ENGL373 From Courtly Love to Cannibalism: Medieval Romances**

Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist loses gender, skin color changes with religion, and a dog might be the hero of a tale. 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 set at King Arthur's court. 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 government, and of course, Christian mysticism and the Holy Grail.

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**

**ENGL375 Black Global Cities**

In this course, we will analyze representations of cities and Black urban modernity in Afro- diasporic literature of the twentieth and twenty-first century. Placing special emphasis on the global hubs of London, Cape Town, Kinshasa Lagos, New York, Marseilles, and Kingston, we will ask what makes these former imperial sites Black global cities? We will read literary works on and from Black Global Cities alongside sociological texts on urbanization, globalization and discuss the extent to which literary representations either collude with or challenge dominant national and transnational narratives about Black urban modernity. Although each week's readings will focus on a different location, we will approach these locales as nodes in larger global networks of people, texts, and goods rather than as discreet, bounded places. To this end, we will trace how histories of racial formation move across borders and are transposed onto different spaces, and to what effect. Authors we will read include: Claude McKay, James Baldwin, Gabeba Baderoon, Petina Gappah, Kei Miller, and Teju Cole. We will also watch films such as *Girlhood* (2014), *Black Panther* (2018), *The Harder They Come* (1972), *Bad Friday: Rastafari After Coral Gardens* (2011), *Welcome to Nollywood* (2007).

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **AFAM375, AMST375**Prereq: **None****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****ENGL378 Queer Times: Poetics, Activisms, Temporalities**

This course will analyze literary, visual, and theoretical works from the early 20th century to the present day paying particular attention to relationships among textuality, sexuality, race, temporality, and political activism. Works studied range from iconic modernist writings to contemporary queer activist, artistic, and theoretical production, with a focus on responses to the AIDS epidemic.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **FGSS326**Prereq: **None****ENGL379 Special Topic: Writing the Sonnet**

The sonnet is one of our oldest and most ubiquitous poetic forms. For centuries, writers as disparate as William Shakespeare, Marilyn Nelson, Wanda Coleman, and David Wojahn have dabbled, innovated, succeeded, and sometimes failed

with the form. In this course, we will explore the demands and nuances of the sonnet, in an effort to discover what has attracted and continues to attract so many practitioners. By semester's end, students will possess greater facility with the form itself, as well as skills and techniques that may be of use when composing future poems, whether formal or free-verse.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **ENGL216 OR ENGL336****ENGL380 Special Topics: Prosody and Poetic Forms**

In this course, we will study various forms--received and organic, traditional and non--from the inside out. We will also explore the uses and effects of metered verse. By the end of the semester, students will possess both a historical and applied understanding of prosody and of each form covered. More importantly, they'll know why, when, and how some conventions and techniques work better than others, and will be able to apply what they've learned to their own poems, formal or otherwise.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **ENGL216****ENGL381 The Gothic and the Sentimental**

The gothic and the sentimental are hallmarks of modern literary imagination. Since the late 18th century, storytellers have returned time and again to tales of obsession and horror and to narratives of emotional affiliation, continually reinventing the trappings of the genres while seeming nevertheless to preserve their core concerns. Why did these two imaginative modes spring up contemporaneously, and why have they proven to be so durable? In this course we will examine classic texts in the gothic and sentimental traditions while reading them alongside influential theoretical texts that seek to explain the force of their preoccupations. Students will evaluate a range of critical approaches and develop a research project examining a contemporary example of gothic and/or sentimental narrative.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-ENGL**Prereq: **None****ENGL382 Reading Between Freedom and Necessity**

Mostly the culture of literacy has taken shape within a realm of freedom, seemingly distant from the needs of the body and the demands of sustenance. At the same time, the world represented within so much of the world's narratives, both truth and fiction, has been saturated in struggle and deprivation. In this seminar we will try to make some sense of this juxtaposition, freedom on one side and necessity on the other, to explore the flip side of the drama of revolution in modern times. For us, revolutions, those great upheavals that unite hope with practical action, will be the background against which we will try to understand the gravity and persistence of dispossession itself: the pull of past or residual forms of unfreedom in the sphere of cultural representation, within and against new or emerging expressions of emancipation, themselves accompanied or countered in modern times by ever-novel styles of exploitation.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **CHUM383**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, FGSS323**

Prereq: **None**

**ENGL386 Special Topics: Improvisation--Collaborating with the Unknown**

To improvise is to compose as one goes along, to arrange the unexpected, to make work from whatever materials and sources are at hand without previous planning. In this course, students will cultivate their relationships with what lies outside their realm of knowledge or experience in order to invent unforeseen but dynamic written works. We will study contemporary practitioners (e.g., poets, composers, essayists, dancers, and visual artists), who use found materials, somatic experiments, creative acts of translation, divination, and other innovative modes of improvisation to generate work. Together, while always keeping language close, we will create a forum in which bewilderment guides us. The class will culminate in an installation of creative writing projects spanning fields.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL292 OR ENGL296 OR ENGL216**

**ENGL387 Literature of London**

This course examines the role of London in the literary imagination of 19th-century Britain. A vibrant multi-class and multi-ethnic 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. Together, we will explore how writers depicted the city, how they envisioned the relationship between urban living and modern life, how they understood London's inhabitants and their plots, and how they placed the city in networks of stories reaching around the world. Along the way, we will read works of literary and social theory from the 19th century to the present, and we will conduct our own investigations. This is a research seminar, and students will choose whether to undertake a single project culminating in a long paper (fulfilling the research requirement for honors thesis writers) or several smaller projects, which may also have a creative component.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL388 Calderwood Seminar in Public Writing: The Literature of the American 1960s**

This workshop course will give students experience in writing for public audiences about literary and social history, along with practice in editing and collaborating to produce effective prose. Our focus will be on the literary and social history of the 1960s in the U.S. Each student will select an author or publication to research and report on and will work collaboratively with classmates to sharpen his or her writing. Featured genres in which students will practice will include: book review, interview, profile, memoir and others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**ENGL397 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**

**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: **OPT**

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**

**ENGL404 Department/Program Project or Essay**

Project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

**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**

**ENGL420B 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**

**ENGL450 Senior Seminar in Creative Writing**

This course is for seniors interested in the chance to devote more time to their creative writing. Structured as a space for workshop and exchange, the goal of this class will be fostering a community of ideas for students who may be pursuing a creative writing thesis or other project, as well as those who might be working more independently. Our concerns and topics will be generated as a group with an eye toward flexibility with commitments. In part we will be exploring what it might mean to be a writer beyond the classroom. A spirit of generosity and adventure will be expected. We will be open to considering work in all its stages, and participants will have a part in setting readings to introduce issues and supplement concerns pertinent to ongoing writing, as we embark from inspirations to questions of generating goals, both as a group of writers and as individual artists.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **ENGL216 OR ENGL292 OR ENGL296 OR ENGL325 OR ENGL336 OR ENGL339 OR ENGL326 OR ENGL337 OR ENGL342**

**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**

Prereq: **None**

## ENVS186 Justifying Space: The History and Future of Space Exploration Visions

This will be a seminar class about the changing visions and motivations for space exploration, historically and to the present day. Readings will include historical perspectives such as those of K. Tsiolkovsky, H.G. Wells, Arthur C. Clarke, Gerard O'Neil, and Carl Sagan, the poetry of Diane Ackerman, the newsletters of space enthusiast organizations such as the National Space Society, the L5 society, and the Planetary Society, as well as more current readings from the popular and space policy literature. Perspectives will also include other cultural reference frames through readings from the literatures of Afrofuturism and Chinese science fiction. Through selected readings from both the fiction and nonfiction literature, students will become familiar with the history of space advocacy, and the various idealistic and utopian predictions and visions that have been associated over time with ideas of human crewed and uncrewed space exploration. We will look critically at how past visions and promises have measured up against the reality of space exploration and also, through this lens, critically examine the visions and motivations being espoused by today's range of government and corporate space organizations and enthusiasts.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Prereq: **None**

## ENVS188 Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemism, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human

consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **LAST188**

Prereq: **SPAN221**

## 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**

## ENVS203 The Secrets of Ancient Bones: Discovering Ancient DNA and Archaeology

New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins, past population migrations, ancient diseases, plant and animal domestication, and even the factors that contributed to the extinctions of megafauna such as woolly mammoths. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: human evolution and genetic relationships between humans, Neanderthals, and Denisovans; the peopling

of the globe; extinction and de-extinction; domestication and the origins of agriculture; paleodiseases and paleodiets; and ethics in genetic research.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP203, ANTH212**

Prereq: **None**

#### **ENVS204 Extreme Landscapes of the Anthropocene**

The 'Anthropocene,' a term coined to categorize the current geological epoch, has become a way in which social scientists can critically and creatively engage with the impact of humanity on the ecological well-being of the Earth. The interdisciplinary and uncertain nature of this subject matter provides space for experimental writing styles, innovative approaches to storytelling, and critical discussion and debate. This course is designed to explore and challenge the term 'Anthropocene,' questioning how narrative and drama are entangled in the dissemination of complex truths, for better or worse.

In this course, we will consider texts, short films, and other mixed media that investigate the everydayness of extreme landscapes, from 'capitalist ruins' to the depleting seas. We will dive into the social, political, economic, and scientific power-scapes that influence narratives about the environment, from late liberal ideology to corporate influence on science and the news. Through the course materials and activities, we will question how to communicate complex information with a broad range of people, particularly surrounding issues of climate change, sustainability, and environmental justice. Each student will build their own writing portfolio of short essays for specific audiences. The class will collectively build and design a storytelling website where they can share their work. Students are encouraged to apply an ethics of care and the art of 'non-judgmental attention' to their critical engagement with the Anthropocene.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP204, WRCT204, ANTH204**

Prereq: **None**

#### **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**

This course will provide a survey of several key public policies. It will begin with an exploration of the policy-making process and policy design. The remainder of the course will be devoted to the examination of several key public policy

areas including criminal justice, education, social welfare, economic policy, and environmental protection regulation. By integrating theoretical literature with case studies of different policies written from a variety of perspectives, the course aims to develop analytical skills as well as 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: **None**

#### **ENVS208 System Mapping for Social and Environmental Impact**

In recent years, growing interest in social entrepreneurship has pushed students to 'solve' complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a 'systems map' that documents the economic, political, and cultural factors behind their problem, as well as the current 'solutions landscape.'

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL257, AFAM257**

Prereq: **None**

#### **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**

#### **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.

This course emphasizes several learning goals in biology, including skill in formulating original ideas and experiments, using quantitative and graphical tools and interpreting quantitative information, and scientific writing.

Offering: **Crosslisting**

Grading: **OPT**

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**

#### **ENVS222 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**

#### **ENVS223 Traditional China: Eco-civilization and Its Discontents**

This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty circa 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. It is also a period when the natural environment was drastically transformed by agrarian civilizations and nomadic neighbors.

The course places concepts of sustainability in the center of the history of traditional China. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the imperial period. Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs? How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST223, CEAS223, WLIT224**

Prereq: **None**

#### **ENVS225 Liminal Animals: Animals in Urban Spaces**

This course examines the major ways in which nonhuman animals influence and are influenced by human-built environments, with specific attention to the ethical, political, and social dimensions of human-animal interactions in these spaces. Discussions, films, readings, and an independent research project will introduce students to key concepts related to urban/suburban animal life. Specifically, it will focus on topics including the use of animals for food, the use of animals as spectacle or entertainment, animals as human companions, urban wildlife, 'invasive' species, 'vermin' and 'problem' animals, animals and the law, ecological webs, and human encroachment in animal spaces.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

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**

#### **ENVS230F The Simple Life (FYS)**

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, future generations, 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: **GRST230F, GELT230F**

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 Radical Sustainability**

The year 2020 marks the 50th anniversary of the first Earth Day. Writings and legislation from that time sought to discuss and address the many growing environmental challenges the world faced. The idea of sustainability became current: to create conditions for the human presence to endure, along with the ecosystems in which it is embedded.

Despite some successes, the challenges remain and have grown since that time. The many problems we face are hard to deal with in isolation, and no amount



of effort seems enough to keep up as the problems worsen. The climate crisis is a case in point. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way.

Radical Sustainability explores the intersection of these now critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response, within the geo-ecosystem and the human systems embedded within it. Radical Sustainability is radical both by being fundamental and by being activist, recognizing that sustained large-scale change is urgently necessary if we are to persist and thrive on an Earth that itself is changing.

In addition to studying physical science, which establishes the conditions for the life of all beings, a justice-aware sustainability requires us to think scientifically about society as well. The course will consist of lecture, discussion, visits from experts, field trips, and class actions to promote competent and effective engagement with the issues.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS105**

Prereq: **None**

#### **ENVS236 Nuclear Power Plant Design and the Three Mile Island, Chernobyl and Fukushima Accidents**

This course provides an introduction to radiation, nuclear physics, and nuclear power plant design. It will trace the steps that led to the three most well-known nuclear power plant accidents: Three Mile Island, Chernobyl, and Fukushima. It provides information useful for evaluating the impact of nuclear power on environmental decision-making.

Starting with a history of the atomic discoveries and fundamental physics that led to the atomic bomb production at the end of WWII, the course will then trace the design steps that allowed commercial nuclear power plants to evolve from those weapon-making discoveries. Finally it will trace the accidents and the aftermath from the Three Mile Island, Chernobyl, and Fukushima nuclear power accidents.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES236**

Prereq: **None**

#### **ENVS237 Introduction to History: Environment**

Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

In Fall 2020, the course will be organized around the interpretation of digitized primary sources, including online meetings, group work, and tutorials. On-campus students will participate in small-group discussions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST190**

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**

#### **ENVS242 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: **BIOL242, BIOL542, E&ES270, E&ES570**

Prereq: **None**

#### **ENVS245 Climate, Change, and the Ancient World**

Climate change has recently become shorthand for Global Warming, the clearcutting of rainforests, and the burning of fossil fuels. Yet while anthropogenic climate change on the global scale is indeed a modern phenomenon, climate change itself is nothing new, and human societies have been negotiating their natural world for millennia: adapting to changing conditions by inventing new technologies, adopting new social structures, and even modifying the landscapes around them.

Examples from around the world, including Africa, the Mediterranean, Australia, the Americas, Asia, and the British Isles, will be used to examine how past societies perceived and interacted with their environments. Aspects of collecting, analyzing and interpreting various climate proxies, and the theoretical foundations for interpreting their relevance to archaeological questions, will constitute major components of this course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-ARCP**Identical With: **ARCP245**Prereq: **None****ENVS248 Environmental Investigation and Remediation**

This course will cover environmental investigation and remediation methods in varying geologic settings and how they have changed over time due to regulatory changes and advances in technology. An introduction to various aspects of environmental consulting will be incorporated throughout the term using case studies, guest lecturers, and emerging trends and research from online sources.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-EES**Identical With: **E&ES248**Prereq: **E&ES101 OR E&ES115 OR E&ES199 OR E&ES197****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****ENVS257 Environmental Archaeology**

Archaeological materials provide long-term records of how humans have modified past environments and how human societies respond to environmental change. In this course, students will learn how data from ancient plants, animals, and soils can be analyzed in order to draw interpretations about past human-environmental interactions. We will also discuss key topics in environmental archaeology, including the long-term environmental impacts of plant and animal domestication and debates over environmental causes for the 'collapse' of civilizations such as the ancient Maya. The course will involve hands-on preparation of plant and animal specimens to add to the Wesleyan Environmental Archaeology Laboratory comparative collections. Students must be available on Sunday, March 1, for the first stage of animal skeleton preparation.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-ARCP**Identical With: **ARCP257, ANTH257, E&ES257**Prereq: **None****ENVS260 Global Change and Infectious Disease**

This course will cover how human demands upon the environment have come back to bite us through infectious diseases. The most devastating infections, now and in the past, have spilled into humanity from other animals through our quest for food, either through hunting and trade of wild animals (COVID-19 and HIV) or through agriculture (smallpox and measles). Additionally, taking over huge swaths of land has fragmented natural habitats, with the result that some pathogens have increased in abundance (Lyme disease) and some pathogens have moved closer to humanity when humans have encroached on natural lands (Ebola). Living at high density in interconnected cities has sustained the severe infections that became humanity's childhood diseases (mumps, measles, smallpox); high densities have also brought us diseases brought by fecally-contaminated water, as well as those diseases brought by the animals that cohabit our cities and suburbs (rats, robins). Our demand on energy has brought us global warming, which is transporting tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases (hantaviruses). Moreover, our penchant for transporting wild animals and ourselves has had the potential to spread any local flare-up of any novel disease to the whole world (plague, COVID-19). We will discuss how, even if we mitigate every existing human infection, we should expect an unending stream of new pathogens. We will discuss technological solutions to infectious diseases, as well as how changes in our ethics might help contain existing pathogens and avoid future spillovers.

Lectures will cover these and other topics. There will be two 65-minute lectures each week, with frequent opportunities for students to break out into smaller sections to figure out interesting biological challenges. There will also be a 30-minute discussion each week for each of 12 discussion sections (probably about 15 students each). These discussions will focus mostly on how policy changes might best mitigate the environmental disturbances that are bringing us infections.

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****ENVS261 Science Materials For a Malagasy Classroom**

Students will design and produce a variety of educational science materials to be used in a fifth grade classroom in Madagascar. These items include a science logo, bookmarks, educational science games, posters, and a comic book with conservation themes for children. Students who are interested in design and natural history as a means through which to communicate science themes on wildlife endemism, evolution, and climate change would be appropriate for this course. All students will need to conduct independent research into science topics, distill down the salient features, and use that information to design elementary school materials. Working both individually and in teams, students will conceive, design, critique, and move into product production (MakerSpace). In addition, prototypes of the materials will be reviewed and rated by fifth graders in a Middletown elementary school for feedback.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL161, IDEA261**

Prereq: **None**

#### **ENVS263B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870**

This course examines the emergence of an 'ecological consciousness' in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term 'ecology' was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's 'ecological imagination' through their representations of landscapes. Known as the 'Barbizon School,' this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA263B, RL&L235B**

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**

#### **ENVS268 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 an 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, ARCP268**

Prereq: **None**

#### **ENVS270 Environmental Philosophy**

This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value.

Shared questions may include:

Is there a coherent way of distinguishing 'nature' from the non-natural?

What can we understand about non-human experience and value?

How do people become motivated to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies?

How do concepts of moral responsibility apply to climate change?

How does environmentally directed action relate to social justice?

When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another?

Despite near consensus about our times being rife with environmental crises, concepts like 'environment' and 'nature' defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability.

Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics).

Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL270**

Prereq: **None**

### **ENVS273 Environmental Politics in East Asia**

This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students 'do' environmental politics as well as study environmental politics through a civic engagement component.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT273, CEAS273**

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 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**

Prereq: **None**

### **ENVS279 Eating Others: Histories and Cultures of Animal Edibility**

For many people, animals form a significant and cherished part of their diet. Indeed, humans have used other animals as sources of nutrients for hundreds of thousands of years. What can these animal-based dietary practices tell us about humans and their relationships with other animals? Of course, these inter-species relationships have varied as radically across time and cultures as the dietary practices that have shaped them. To better understand some of these practices and the relationships they generate, this course will explore the following questions: How did animal-based food practices develop from pre-domestication to the contemporary era of industrialized animal agriculture? How

have cultural categories of 'edibility' developed in different cultural contexts? What is meat, and how does it differ from inedible flesh? How has gender, class, race, sexuality, and other categories of difference intersected with and shaped animal consumption practices in different times and contexts? How has animal consumption shaped and been shaped by animal ethics, philosophy, and scientific knowledge production? How has large-scale animal consumption contributed to the ecological crises of the Anthropocene, and how have these in turn affected animal consumption practices? What is the future of animal-based food?

This course will use ethnographies, historical and legal analyses, and philosophical inquiries to examine the histories and cultures of animal edibility. Specifically, it will focus on topics including human evolution, animal domestication, slaughter practices, industrialized animal agriculture, indigenous ecological ontologies, hunting, dairy and egg consumption, cannibalism, cultural conflicts over the edibility of specific species, and recent technological innovations that can produce animal products without animals.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ANTH279**

Prereq: **None**

### **ENVS280 Environmental Geochemistry**

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and atmosphere. General topics include equilibrium thermodynamics, acid-base equilibria, the carbonic acid system, oxidation-reduction reactions in nature, and isotope geochemistry. If offered, the associated lab course (E&ES 251) must be taken concurrently. The lab course 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.

There are no official prerequisites but students should be comfortable with chemical concepts or should have taken introductory college chemistry or advanced high school chemistry courses.

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, damned rivers, and polluted lakes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES251**

Prereq: **None**

### **ENVS282 Sustainable Agriculture and Food Systems**

This course explores strategies to create a sustainable agriculture and food system. The course will begin with an overview of the environmental issues



associated with our agriculture and food system along with current production and consumption trends. Other topics covered in the course will include: environmental certification, starting and managing a farm, organic versus conventional farming, and the impact of diet choice on the environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Prereq: **None**

#### **ENVS283 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy**

This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European-colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **LAST383**

Prereq: **SPAN221**

#### **ENVS285 Environmental Law and Policy**

If you listen to, watch, or read environmental news and would like some history or perspective...If you would like some sense of where environmental law and policy may be going...and if you are prepared for a class which is as much about the open issues as the answers, then Environmental Law and Policy is for you. This course is taught using the Socratic (highly interactive) method and culminates in student run hearings in which you will prepare, present, and argue about issues from what is a 'water' of the U.S. to recycling and reclamation to what is solid and hazardous waste?

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 Animinities**

'Animinities' 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**

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]**

#### **ENVS291 East Asian Archaeology**

This course will introduce students to remarkable archaeological discoveries from East Asia, focusing on the archaeology of ancient China, but also including finds from Japan, Korea, and Mongolia. Beginning with 'Peking Man' and Asia's earliest hominin inhabitants, we will explore the lives of Paleolithic hunter gatherers, the origins of domestic rice and pigs, the emergence of early villages and cities, the origins of writing, ancient ritual systems, long-distance interactions through land and maritime Silk Roads, and the archaeology of Chinese diaspora populations living in the 19th Century United States. We will also consider the current state of archaeological research in East Asia, focusing on site preservation, cultural heritage management, and the political roles of archaeology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ARCP**

Identical With: **ARCP291, ANTH291, CEAS291**

Prereq: **None**

#### **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**

#### **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**

#### **ENVS301 The Art of Narrative Science**

There is neither conflict nor antagonism between the realms of art and science. Indeed, the two infinitely complement and complete one another in ways so intimate, intricate, and oft-times invisible that only great storytelling, artful narrative, can fully reveal them. A poet, through metaphor, builds bridges from entangled inscapes of thought and emotion to a place of shared understanding. A good narrative science writer must do the equivalent with the often recondite minutia of modern scientific exploration, and do so with ever-increasing urgency as new discoveries and insights mount daily across a broad array of disciplines.

As we'll be highlighting in our course readings, writing assignments, and class discussion, all the key tenets of good storytelling are at play in effective narrative science writing: voice, point of view, narrative arc, dramatic tension, setting and scenes, characters, action, and dialogue. Science, in this sense, is incidental to this course's primary concern. The singular challenge that science does pose to writers, however, is how not to be cowed and/or overwhelmed by the daunting complexities of the subject matter; how to, through your own powers of observation, accrued research, and fearless, persistent questioning, own the material in such a way that frees you to imaginatively represent it again to the lay reader as story.

In this course students will learn:

- 1) How to read effective creative nonfiction about scientific subjects and understand what techniques different writers use to achieve both clear and compelling narratives.
- 2) How to choose the subjects they'd like to write a story about and how to compose a proposal describing that story to prospective editors at a variety of different publications.
- 3) How to compile research and conduct interviews for their stories.
- 4) How to construct the story itself using all the techniques of effective storytelling in feature-length narratives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENVS**

Prereq: **None**

#### **ENVS303 Ukraine and Its Environment**

International perspectives on environmental issues are critical in order to address the challenges facing the world. Developing an international perspective

requires more than learning from printed literature—it requires in-country experience and the desire to be able to view issues through different cultural lenses. This course will provide such experience by learning about the diversity of Ukrainian environments, people, and cultures both in the classroom at Wesleyan and by traveling to Ukraine during Spring Break. During our time in Ukraine we will receive lectures in English from noted scholars, politicians, professors and scientists on topics such as environmental law, global environmental security, urban environment, environmental policy in developing states, and sustainable development for the developing world. We will travel and learn from scientists at Chernobyl about the regeneration of forest ecosystems, learn from agronomists about agriculture on the steppes, and learn from politicians and scholars about Ukrainian environmental policy and their views of U.S. policies. We will also enter into round table discussions with university students to exchange ideas about potential international solutions and approaches to environmental problems. These are just some of the experiences that are planned for our visit. Ukraine, as a pivotal democracy of the former Soviet Bloc, is an amazing place to witness how a nation wrestles with dramatic changes in policy. At the same time Ukraine is culturally diverse, which presents interesting challenges to formulating fair and cohesive policies.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **CGST303**

Prereq: **ENVS197 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**

#### **ENVS306 Ecology and Natural History of Freshwater Fishes of South America**

South America has the highest diversity of freshwater fishes anywhere in the world. In fact, there are more than twice the number of mammals and about the same number of birds in the world. Why has this remarkable radiation occurred in a relatively short period of time? How can so many fishes coexist in the same rivers, utilizing the same resources? In this intensive course, we will travel to Colombia during spring break (March 7-21) in order to gain firsthand knowledge about the ecology and natural history of freshwater fishes in South America. We will learn about the ecological and environmental factors that contribute to perhaps the largest biological radiation on the planet.

Students will obtain firsthand experience with the South American tropics, freshwater fishes, and with doing experiments in the field. Each day there will be a combination of lectures and field or laboratory exercises. We will travel to and explore fish ecology in different types of rivers at different elevations. Students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and freshwater rivers. Our base will be at the Instituto Humboldt in Villa de Leyva, Colombia. We will interact with Colombian students who are studying ecology and biodiversity at the Institute in order to exchange ideas about current environmental issues.

All the costs of travel, lodging, and meals will be covered by the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **None**

Identical With: **BIOL306, E&ES306**

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**

#### **ENVS314 Environmentalism in a Global Age**

Over the second half of the 20th century, popular movements in the United States and around the world achieved landmark protections for the environment. Yet in that same period, accelerating globalization and the emergence of transnational environmental issues like acid rain threatened

to undercut the effectiveness of national laws and regulations. This seminar investigates how environmental activists have responded to a range of challenges in the global age, from economic development and species conservation to population growth and Malthusian family planning campaigns. As those two examples suggest, environmentalists have engaged with key developments in the modern world, in sometimes 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 with regards 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**

#### **ENVS317 Colonizing Space: Exploration, Extraction, and Inhabitation**

On March 26, 2019, Vice President Mike Pence directed NASA, under the authority of the president, to ensure that the US be the first nation to return to the moon, and to do so 'by any means necessary.' In this shocking appropriation of Malcolm X's call to black liberation, Pence announced an uncompromising endeavor to secure American sovereignty in the face of the technological advancements of China, Israel, and India--not to mention the perennial aeronautic rival of Russia. Considering the persistent underfunding of scientific research in the US, fulfilling this presidential injunction will require NASA to cooperate with private corporations like lunar minder Moon Express and Planetary Resources, along with aspirational Mars-colonizers SpaceX and Blue Planet. This course will track the ideological and colonial history of the space race before coming to terms with the scientific, corporate, and legislative landscape that enables its contemporary expression. It will explore the mythological underpinnings, narrative imaginings, and theological justifications for unfettered exploration and inhabitation in order to interrogate the possibility of an ethically and ecologically sustainable space program.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI317, SISP327**

Prereq: **None**

#### **ENVS318 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: **HIST318, REES318**

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-PSYC**

Identical With: **PSYC325**

Prereq: **None**

#### **ENVS330 Special Topics: Ecopoetics - Experimental Poetry in the Anthropocene**

How do poets speak for and from a world in flux and crisis? How do poets register and attempt to restore the degradation of the planet through language? How might altering the boundaries of conventional language use--through poetry--alter the bounds of conventional thinking and behaving, thus leading to more engaged and sustainable modes of living? This course, in part, will serve as a tour of contemporary ecopoets invested in looking at and caring for the current state of our planet through poetry. We will read poems that reflect the most critical environmental concerns of our time and we will learn to see how these poems resist closure and are instead guided by experimentation, exploration, and interrogation in an attempt at reorienting our attention and intention as inheritors of this planet.

This is a workshop for students committed to developing an understanding of ecopoetry's place in the more-than-literary world, as well as developing a personal ecopoetics from which to write, read, and live. Students will choose an environmental topic to research and write in service of for the semester and, by the end of the semester, each student will have written a project-centered collection of ecopoems. There will be bi-weekly presentations on the poetry collections we read, in-class writing experiments, and intensive workshops of one another's work. The class will culminate in an ecobook arts project and reflective essay.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL340**

Prereq: **(ENGL216 AND ENGL336) OR ENGL337**

#### **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**

#### **ENVS344 Renewable Energy and Negative Emission Technologies**

This course explores renewable energy solutions society must transition to in order to mitigate global climate change. The course will focus on renewable energy technologies such as solar, wind (onshore and offshore), geothermal, biofuels, hydro, and wave power. It will also cover negative emission technologies including soil carbon sequestration, reforestation, and carbon capture and storage (CCS).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS, SBS-ENVS**

Prereq: **None**

#### **ENVS347 Ethics, Ecology, and Moral Change**

People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL347**

Prereq: **None**

#### **ENVS352 Energy and Modern Architecture, 1850--2015**

This seminar explores 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, as means of improving both 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 housing 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, net-zero energy buildings, 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**

#### **ENVS359 Space Design for Performance**

In this course, students will study, construct, and deconstruct the performative space, whether theatrical or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including concept development, visual research, renderings or drawings, model making and drafting.

In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements.

Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software, utilizing design-technology tools, such as laser cutters and 3D printing, to develop and enhance their work.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **THEA359, DANC359**

Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

#### **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)? We also deal with the larger topics of CO<sub>2</sub>/climate change, the environmental nitrogen-oxide balance, and eutrophication of coastal waters (the 'dead zones'). To be effective in this course, students will need basic high school/college-level proficiency in chemistry and math as we will delve into aspects of geochemistry, geology, toxicology, environmental law, and some simple modeling. The class consists of lectures, one problem set, one Hg-in-hair class study, and a class project on lead in drinking water in the Middletown area. This is also a service-learning course, providing environmental outreach to the larger Middletown community on local pollution.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **E&ES361**

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: **E&ES342**

Prereq: **[E&ES197 or BIOL197] OR [BIOL182 or MB&B182]**

#### **ENVS381 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, DANC381**

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 senior colloquium will provide students and faculty the opportunity to engage with each senior about their capstone project. The diversity of interests and modalities of our senior majors enhances the interdisciplinary discourse and lively discussions that occur during our meetings. In the Fall 2020 semester, students will be divided into one of four small-group discussion sections. Prior to discussions, students will record a 10-minute presentation in which they can use visuals, videos about the topic and performances about the topic and strategies for their senior project. The students will also post online a reading to accompany their discussion and provide all participants with some background into their topic. Presenters will receive constructive feedback from each of the sections. In addition, we will work together on the development of research questions and abstracts for your projects. Our learning goals are to enhance the knowledge of each of the participants in the topics researched by the senior majors.

The course will be taught in four sections. Two sections will be an In-Person Accepting Remote Students course. Two sections of the course will be online only. All sections will be run using a blended synchronous simulcast lecture format. The course will be taught through synchronous delivery of pre-class content (videos, readings, podcasts, etc.) then simultaneous delivery of interactive/application activities to in-person or online synchronous groups. We



will employ live-remote student patterning in class to provide a live discussion class format that will also be recorded for asynchronous viewing.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

#### **ENVS392 Senior Colloquium: Environmental Studies**

This colloquium will provide students and faculty the opportunity to discuss senior projects. Students will speak for up to 10 minutes about the topic and strategies for their senior projects. 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**

#### **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)

**FGSS115F Reporting from the Inside: Journalism, Activism, and Intimacy (FYS)**

What is the role of the reporter in today's divided and divisive America? While one approach has been to dip into the lives of others, get the story, and get out, this class will focus on pursuing the deeply human stories that matter most to you, guided by your own experience so that you can intimately connect with your subjects, your world, and yourself. From Black Lives Matter to the #MeToo movement to LGBTQ and Trans Rights, we are seeing writers and activists reporting events in real time, as they happen to and around them, celebrating the journalist as participant. This is hardly a new phenomenon. Many major historical moments--the Great Depression, the fight for Civil Rights and Women's Rights, the AIDS crisis--have had reporters on the inside, covering their own communities. In this First Year Seminar, students will immerse themselves in this kind of 'intimate reporting' and its historical contexts, and also create a newsroom of their own design: learning the fundamentals of journalism through story idea meetings, research, and interview strategies; editing and fact-checking techniques; social media engagement; and pitching their work. Students will leave the class with a portfolio of writing that explores, from their own points of view, issues of gender, class, race, and sexuality.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

**FGSS117F Social Norms / Social Power: Reading 'Difference' in America (FYS)**

This American Studies FYS is an interdisciplinary exploration of the privileges and penalties associated with 'the normal' in the United States. We'll be centrally concerned with the ways bodily difference and social identity interarticulate with 'normalness,' locating individuals within hierarchical power structures. What is 'normativity,' if not a statistical norm? How are regimes of normativity produced, reproduced, and challenged?

Our focus is on queer studies, which we will approach through an intersectional lens, paying careful attention to the ways race, ethnicity, indigeneity, class, disability, gender, and sexuality intersect in social terrains of power. We will unpack and explore key concepts in American studies, including settler colonialism, compulsory ablebodiedness, heteronormativity, biopolitics, neoliberalism, and ideology, drawing on a range of genres and disciplines, including memoir, ethnography, film, and theory in disability studies, queer theory, critical race studies, Marxist feminism, Native American studies, and trans studies. Along the way, we will encounter problematics ranging from disability and the 'normal' to the American Dream, the 'wedding-industrial complex,' sexual 'deviance' and desire, racialized state violence, the privatization of the public space, and the politics of queer/LGBT activism.

As a First Year Seminar, this course is writing-intensive and is structured to give you ample practice in core writing, reading, and presentation skills needed at Wesleyan. This course is part of the Queer Studies and the Disability Studies Course Cluster, and it is cross-listed in FGSS.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST117F**

Prereq: **None**

**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: **RL&L123, COL123, MDST125**

Prereq: **None**

**FGSS123F Love, Sex, and Marriage in Renaissance Europe (FYS)**

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, friendship, religion, family and class structures, and divorce.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L123F, COL123F, MDST125F, WLIT249F**

Prereq: **None**

**FGSS130F Thinking Animals: An Introduction to Animal Studies (FYS)**

In 1789, British philosopher Jeremy Bentham wrote: 'The question is not, 'Can they reason?' nor, 'Can they talk?' but, 'Can they suffer?'' This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, 'the question of the animal.' Bentham's question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of 'the animal' to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL130F**

Prereq: **None**

**FGSS164F Hurting (FYS)**

This course examines representations of harm (both received and enacted) at the intersections of race, gender, class, and sexuality. Through engagement with both artistic and social movements, we will explore questions about the ethics of representing pain. How do artists navigate depicting pain without simply reproducing violence? What constitutes an effective apology? (How) can complexly narrating the harm one has inflicted on others offer a reckoning rather than an excuse? How might we consider the relationship between identity and formal artistic choices, and how might such considerations open onto a more rigorous engagement of the social spaces texts make? How might we imagine and enact ecologies of care in the midst of ongoing histories of harm? We will consider these questions across media and genre and amidst structured self-reflection.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

**FGSS175F Staging America: Modern American Drama (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175F, AMST125F, COL125F, AFAM152F, THEA172F**

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**

**FGSS200F Sex/Gender in Critical Perspective (FGSS Gateway)(FYS)**

This course provides an introduction to the field of feminist, gender, and sexuality studies, exploring both early contributions to gender theory and considering some of the many directions this interdisciplinary field has taken as it has grown in recent years. Intersectionality is a fundamental framework in this course, as it helps us to understand the multiplicity of identities and structures of oppression, which is the foundation of feminist and queer scholarship. Drawing upon this framework, the course will interrogate the concepts of sex and gender, with attention to the ways in which different cultural and historical contexts inform meaning. Juana María Rodríguez opens *QUEER LATINIDAD: IDENTITY PRACTICES, DISCURSIVE SPACES* by asking the reader to engage a 'practice that refuses explication' by 'read[ing] against your preconceived notions' (2003: 3). In this spirit, the course will ask you to challenge your own preconceived beliefs to explore alternative modes of thinking about our being in the world.

Some central questions we will explore this semester include: What is 'gender'? In what ways are gender and sex differently understood in different contexts? In what ways are capitalism and queer/feminist practices linked or opposed? And, finally, if gender theory is a kind of praxis, what can be the impact of this scholarship?

Offering: **Host**

Grading: **OPT**

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. Yet, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, has 'queer' lost its political charge?

This course, a reading-intensive seminar, will give you the opportunity to explore the history and debates within the field of queer studies. We will start with some of the foundations, and then move to tensions and correspondences between queer theory and critical race theory, trans studies, anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular 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 failures? 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**

Identical With: **ENGL208**

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**

**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**

**FGSS216 Global America: Gender, Empire & Internationalism Since 1890**

This course explores the cultural history of America's relationship to the world across the long 20th century with particular attention to the significance of gender and sexuality. We will locate U.S. culture and politics within an international dynamic, exposing the interrelatedness of domestic and foreign affairs. While exploring specific geopolitical events like the Spanish-American War, World War I and II, and the Global Cold War, this course emphasizes the political importance of culture and ideology rather than offering a formal overview of U.S. foreign policy. How have Americans across the 20th century drawn from ideas about gender to understand their country's relationship to the wider world? In what ways have gendered ideologies and gendered approaches to politics shaped America's performance on the world's stage? How have geopolitical events impacted the construction of race and gender on the home front? In the most general sense, this course is designed to encourage students to understand American cultural and gender history as the product of America's engagement with the world. In so doing, we will explore the rise of U.S. global power as an enterprise deeply related to conceptions of race, sexuality, and gender. While reading key American studies texts in the history of the United States and the World, we will also examine films, political speeches, visual culture, music, and popular culture.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

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**

**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 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, ENGL222**

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.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will build

working definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and



more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies--sexual and social--commoditized? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, 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, devotional, 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 religious experience, heresies, 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, RL&L231**

Prereq: **None**

#### **FGSS225 Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC**

Throughout the latter 20th century, various aesthetic renderings of New York City have positioned it as a site of voyeuristic allure and racialized excess and pleasure--simultaneously posh, unfriendly, tourist-trapped, 'seedy,' 'gritty,' and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, black, and Caribbean writers and artists, especially queer and bisexual 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, N.J. Fictionalizations, poetizations, and performances of first-person memories and reimaginings 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL215, AMST238**

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**

#### **FGSS233 Global Queer Studies**

This course explores global experiences of LGBT/Q life, bringing an explicitly transnational lens to a field too often dominated by U.S.-centered perspectives.

Drawing on queer ethnography and film, we will explore the contours of queer and trans life around the globe, from the lives of gay men in Indonesia to Muslim yan daudu in Nigeria, gay tourism in post-Revolutionary Cuba, queer mati work among working-class Afro-Surinamese women, lesbian activism in India, LGBT asylum claims in Canada, the queer art of Carnival in Trinidad and Tobago, the everyday lives of lalas (lesbians) in China, and the transnational lives of Filipino gay men in New York. Our aim is to expand Western categories and concepts of sexuality, gender, identity, and desire (both hetero- and homo-normative), and to understand how sexual/gendered identities, cultures, and politics are shaped by colonialism, imperialism, racialization, migration, transnational media, and global capitalism.

This semester will feature a lecture/film series as part of our course, with visiting scholars Erin Durban-Albright (on postcolonial homophobia in Haiti), Martin Manalansan (on QTPOC Filipino lives), and filmmaker Harjant Gill (on gender/sexuality in India).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST233, ANTH233**

Prereq: **None**

#### **FGSS234 Queer Russia**

Russia is accustomed to playing the role of the 'evil empire.' The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called 'gay propaganda'--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and

sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES235, RULE235, RUSS235**

Prereq: **None**

#### **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**

#### **FGSS236 Activism and Theories of Change**

In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. When do they strengthen one another, and when do they collide? What ethical or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women's rights, queer rights, and economic justice. We will also consider the strategies of other recent movements such as Occupy, Black Lives Matter and gun safety activism, and we will allow time to discuss events that may occur in real time over the course of the semester. In recognition of the 100th anniversary of women's suffrage in the U.S., we will discuss the American women's suffrage movement with respect to its tactics, conflicts, failures and successes. This course will be relevant to students interested in public policy, feminism, gender and sexuality studies, and other social sciences, and will provide useful insight for future organizers and activists, lawyers, and public policy makers.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL235, AFAM235**

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, Sewell, 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 Western art music, popular music, and world music. Drawing upon 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 Intimate Histories: Black Women's Sexuality**

Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women's history. It will examine how regimes of violence have intervened in black women's sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women's resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women's sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women's sexual history in the histories of American sexual, racial, gender, and class politics.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM242**

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, 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 Identity**

Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC245, AMST254**

Prereq: **SOC151 OR AMST174 OR AMST178**

**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**

#### **FGSS253 LGBT History in the United States: 1940-Present**

The emergence of a distinctive sexual minority in the United States following World War II had a tremendous impact on the society and culture of the modern United States. The push for LGBT recognition, rights, and acceptance intersected with larger discourses of race, sexuality, and class. This course will survey the history of sexual and gender minority communities in the United States from the emergence of the homophile movement through the movement for the legalization of same-sex marriage.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST233**

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**

Prereq: **SOC151**

#### **FGSS263 Buddhism and Social Justice**

In this course students will get a basic introduction to Buddhism, covering major concepts including interdependent origination, suffering, not-self, and Buddhist ethical practices. Through major historical texts, we will establish a uniquely Buddhist basis for social justice. Historical texts to be covered include the Dhammapada, Therigatha, Jataka Tales, and Shantideva's A Guide to the Bodhisatva's Way of Life. We will discuss major philosophical questions such as, 'how can we strive for change, while simultaneously accepting things as they are?' 'How do we respect the importance of identities while denying the existence of a self?' 'If the world will always be imperfect, why bother trying to improve social conditions?' We will then discuss contemporary applications of Buddhism for social change, and compare these with non-Buddhist approaches. Modern texts include 'Soaring and Settling' by Rita Gross, 'Freedom in Exile' by His Holiness the 14th Dalai Lama, 'Burdened Virtues' by Lisa Tessman, and 'Strength to Love' by Martin Luther King Jr.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL266, RELI266**

Prereq: **None**

#### **FGSS264 Black Feminisms in the Americas: Politics, Representation, and Queer Ruminations of Elsewhere**

This course will explore Black feminist intellectual productions, highlighting the many theoretical, political, and critically imaginative elements found throughout early and contemporary works. Our discussions will reflect on power, the production of knowledge, identity, inequality, and the politics and perils of Black feminist struggle. Relying on a variety of texts and media--such as writings, visual & performance arts, poetry, music, and film--students should expect to engage with key issues and debates, along with the epistemological challenges offered by queer of color critique, trans/national perspectives, and social alternatives emerging from across the Black (feminist) diaspora.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM246**

Prereq: **None**

#### **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**



**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****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**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****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: **HA-CLAS, SBS-CLAS**Identical With: **CCIV281**Prereq: **None****FGSS285 Gender and Slavery in the Atlantic World**

For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass's 'Narrative of the Life of Frederick Douglass, an American Slave' (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White's, 'Ar'n't I a Woman?: Female Slaves in the Plantation South' (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-AFAM**Identical With: **AFAM285**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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC293, AMST294**

Prereq: **SOC151**

#### **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**

#### **FGSS301 Black Speculative Fictions and the Anthropocene**

The genre of black speculative fiction--in the form of literature, art, music, and theory--provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the 'future,' black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term 'Anthropocene' first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which 'humans' had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a 'species'? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human? Further, how does artificial intelligence complicate definitions of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM302, AFAM312, E&ES125**

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: **OPT**

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 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, and the contribution such anxieties have made to an unequally distributed attack on the 'environment.'

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI305, SISP305**

Prereq: **None**

#### **FGSS305 Techniques of the Liar: Performance, Artifice, Fraud**

This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of 'emotion'; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how 'authenticity' is both gendered and racialized; and how hiding, fabrication, exaggeration, and duplicity have also offered means of freedom or resistance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM306, THEA306**

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**

#### **FGSS308 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL328, AFAM328**

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 gender and sex, as well as contemporary historical, sociological, cultural, and literary studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans\* practices, politics, identities, and reproductive justice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI379, MDST379**

Prereq: **None**

#### **FGSS310 The Senses and the Subject in Cinema and Poetry**

In this course, we will study a mixture of emotionally stimulating and structurally difficult cinema and lyric poetry to intensify our capacity to articulate a notion of the senses. Do the senses presume the subject? How do poetry and cinema imagine, racialize, gender, and play with the relation of the senses to the subject? While these two art forms might seem like strange neighbors, this course specifically imagines cinema and lyric poetry as 'repositor[ies] of synesthesia' wherein feelings move fugitively, where one sense dubs into and disturbs the imagined discrete domain of the other in measured intervals of time that are generative of sounds, images, and of that which overflows the visual.

The films and poetry selected may carry students into cuts of the Caribbean, the black Atlantic, France, Sweden, Mexico, the U.S., Senegal, Mali, and Spain at distinctly urgent moments in the mid-20th to early 21st century. The threads that

will sew the course's images together and bind them to the human subject and senses are the celestial and terrestrial, creation, decomposition, displacement, migration, fascism, colonialism, globalization, and love.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL320, AMST304**

Prereq: **None**

#### **FGSS311 Abolitionist University Studies**

This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as 'not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society.' Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **SOC399M, AMST270**

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**

#### **FGSS314 All the Feels: Affect Theory and Cultural Studies**

Butterflies in your chest. Perspiration on your upper lip. A racing heart. Every day we witness and manage sensorial experiences; quite often these negotiations illuminate the ways in which powerful norms and institutions shape our daily lives. This course explores the relationship between the seemingly individualized experience of feeling and the social world of power by introducing students to the vibrant field of affect studies. A recent 'turn' in critical theory, affect theory is interested in embodiment, the senses, and sensorial experience, questioning the dominance of rationality and cognition by exploring the role emotions and

feelings play in our social worlds. This course will focus predominantly on affect theory as it emerged from queer, feminist, and racialized minoritarian discourses in order to ultimately contemplate the ways theories of affect, feeling, sensation, embodiment, and emotion open up literary and cultural texts.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT302, ENGL308**

Prereq: **None**

#### **FGSS315 Entertaining Social Change**

'Our problem,' Tom Frank writes, 'is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted.' This is especially true of 'entertainment' as a transformative power. Our aim will be to advance critical entertainment studies. A thread that connects all of our texts will be: How has the systemic critique of social contradictions been popularized as fascinating in modern times? A related concern: What are the seductions and violence built into 'enjoyment'--'enjoyment' that reproduces 'Americans'? We will 'entertain' the diverse strategies that progressive songwriters/performers, radical historians (working with cartoonists), and mainly moviemakers have developed to entertain Americans--to teach, persuade, provoke, seduce, and move them through laughter, tears, and not least of all ideas--so that Americans will be more inclined to 'entertain' social critique that inspires social change. We will consider the popularizing (and sometimes the selling) of social critique in several genres: graphic history (Howard Zinn, Paul Buhle); songs/song lyrics of folk-protest singers (such as Woody Guthrie, Pete Seeger, and Phil Ochs), of folk-rock stars (such as Jackson Browne, Ani DiFranco, and Father John Misty), and of the developers of hip-hop (such as Gil Scott-Heron, Public Enemy, and NWA); and politically-edgy comedy (Jon Stewart, Stephen Colbert). We will devote most of our attention to movies ('Straight Outta Compton,' 'The People Speak,' 'Malcolm X,' 'Medium Cool,' 'Network,' 'El Norte,' 'Smoke Signals,' 'Before the Flood,' 'The Black Panthers: Vanguard of the Revolution,' 'Salt of the Earth,' 'Matewan,' '99 Homes,' 'The Wolf of Wall Street,' 'The Big Short'). And we will place special emphasis on self-reflexive movies about 'entertainment' and about labor/social movement organizing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST315, ENGL309**

Prereq: **None**

#### **FGSS317 Sexuality, Gender, and Science**

This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP317**

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 analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American 'Indians.' After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL280, CHUM289, THEA290**

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: **OPT**

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**

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**

**FGSS326 Queer Times: Poetics, Activisms, Temporalities**

This course will analyze literary, visual, and theoretical works from the early 20th century to the present day paying particular attention to relationships among textuality, sexuality, race, temporality, and political activism. Works studied range from iconic modernist writings to contemporary queer activist, artistic, and theoretical production, with a focus on responses to the AIDS epidemic.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL378**

Prereq: **None**

**FGSS327 Litanies for Survival, Plots for Revolution**

This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does 'survival' put pressure on 'revolution,' and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities' Fall 2018-Spring 2019 theme, 'Revolutions: Material Forms, Mobile Futures.' Assigned readings will include the work of scholars participating in the Center's

Monday night lecture series, and students will be required to attend several lectures over the course of the semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **AFAM326**

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: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **SISP329**

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**

#### **FGSS331 Queer and Trans Aesthetics**

The seminar aims to develop intersectional frameworks for analyzing the artistic production of five artists who will be participating in a Trans\*Revolutions symposium at the Center for the Humanities this spring: Tourmaline (film); Vick Quezada (photography, sculpture, film, and performance); Elliot Montague (film); Texas Isaiah (photography); and Emma Frankland (performance). We will also contextualize their work in relation to other artists, such as Ana Mendieta; Rotimi Fani-Kayode; Elle Pérez; Sandie Yi; Isaac Julien; Vaginal Davis; Kent Monkman; Martine Gutierrez; Felix Gonzalez-Torres; Juliana Huxtable; Laura Aguilar; Untitled Queen; and Wu Tsang. For the primary assignment, students will have two options: 1) a research paper on one or more of the participating artists or another relevant artist; or, 2) a creative project (e.g., artwork, performance, poetry) in dialogue with the seminar's topics. Students also will have the opportunity to engage the symposium's featured artists during their visit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **THEA311, SOC300, AFAM331, AMST326**

Prereq: **None**

#### **FGSS333 About Clothes: Poetics and Politics**

This course is a chance to think together about living in, and in relation with, clothes. We will examine some of the histories, meanings, and monies that circulate around sartorial style, focusing on several interconnected sites around the world, from the 18th century to the present, and drawing on literature, performance, visual arts, historical and scientific scholarship, journalism, and activism. As we investigate forms of work, representation, and resistance that have produced some of the clothes of this time and of the past, we will study the transatlantic and global circuits (among Europe, Africa, Asia, and the U.S.) that have informed various fashion systems. We will consider how particular textiles and textures, cuts of cloth, and racialized and gendered ideas of style emerged in conjunction with enslaved and other forms of labor. We will look at some of the reasons why the work, products, and pleasures of this multibillion-dollar business have been considered trivial and fleeting. We will learn about various efforts to archive and preserve clothes. Thinking about the connections between style and sexuality, we will also look at examples of ritual, political, and medical uses of clothing. Throughout, students will conduct their own experiments at the intersections of language, sounds, identities, and the materiality of clothes. This seminar will welcome guest speakers who are experts on aspects of African, European, British, African American, and Middle Eastern clothing and fashion. It will also be in conversation with the work of scholars and artists visiting the Center for the Humanities for the semester's theme of ephemerality.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM333, ENGL332**

Prereq: **None**

#### **FGSS335 The Work of Art Against Work: Art, Labor, Politics**

Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the



present: We will examine how artists have engaged the 'work' of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including 'craft,' affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM325, AMST325**

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 or ENGL208]**

#### **FGSS342 Queer Robotics: Cyborgs in Science Fiction & Anthropology**

What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be 'human'? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of 'cyborg' bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP342**

Prereq: **None**

#### **FGSS343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture**

This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of 'universality' and 'particularity,' where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimagining.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM, SBS-CHUM**

Identical With: **CHUM343, SISP343**

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**

#### **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. 1580-1680). 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, CHUM345**

Prereq: **ENGL201**

#### **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, AFAM351**

Prereq: **None**

#### **FGSS352 Black Thought and Critical Theory**

This course follows Stuart Hall's insistence in 'What is this 'Black' in Black Popular Culture?' that the theoretical articulations of 'blackness' are always 'conjunctural.' We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of 'blackness' at specific historical and theoretical conjunctions. How is 'blackness' useful for social theory? Must we assume there is a transhistorical identity to 'blackness'? In what ways does 'blackness' conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL352, AFAM352**

Prereq: **None**

#### **FGSS355 Social Movements Lab**

What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge?

This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We'll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles,

and contexts of the movements under study. Our goal is to understand a range of social justice activism in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change.

The activism you research can be contemporary or historical; local, national, or global; and can take any shape: direct action, community organizing, activist philanthropy, art as activism, etc. You do not need previous experience or activist contacts for this course--just passion and the desire to learn collaboratively!

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM355, ANTH355, AMST357**

Prereq: **None**

#### **FGSS357 Sex and Gender: From Synapse to Society**

From movies like 'Think Like a Man' to songs like 'God Made Girls,' from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student assessment will include effortful and active participation, short written responses, one long response paper, and a poster presentation during our online symposium.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **BIOL357, NS&B357**

Prereq: **BIOL182 AND NS&B213**

#### **FGSS360 Special Topics: Writing Lives**

In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their 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: **OPT**

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**

#### **FGSS387 Feminist Dispute Resolution**

Is feminist negotiation possible? What would egalitarian alternative dispute resolution (ADR) entail? In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multiparty mediations, arbitrations, and quasi-judicial presentations. In the second part of the course, we will study and practice feminist dispute resolution techniques, including 'invitational rhetoric.' Students will then draw upon the course readings and in-class negotiation exercises to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered? By the end of the course, students will be more confident negotiators. They will also be able to discuss, debate, and recommend strategies for resolving conflicts and contributing to social justice. Students will be assessed based upon: their preparation for negotiations; their participation in negotiations; their performance on a written mid-term examination; and their performance on a final oral examination addressing the question: 'Is feminist negotiation possible?'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-FGSS**

Prereq: **None**

#### **FGSS390 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS390**

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: **OPT**

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**

Designed for first year students, this course is an immersive, time-intensive, 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, plus active research, writing, producing, directing, shooting, sound recording, editing, and re-editing, students will rigorously explore the power and possibilities of nonfiction storytelling and the ways that documentary filmmaking can be a form of community engagement. This fall, the course will feature an emphasis on films about political campaigns, elections, and the political process, and the class will produce short video documentaries with a focus on the different viewpoints, individuals, and organizations involved in the 2020 election cycle at Wesleyan and beyond. Students should expect to spend 5 to 10 hours of work per week outside of class time collaborating with their classmates. Film production experience is not required, and experience with film-editing software is helpful but not required. Production lessons include discussions on how to build partnerships with documentary subjects, how to navigate the challenges of social distancing in film production, how to conduct interviews in person and via digital technologies, how to shoot observational video footage, how to record sound, and how to edit digital video using Adobe Premiere. Students will present works in progress in all phases of the creative process and participate in constructive critical discussions.

Offering: **Host**

Grading: **OPT**

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**

Prereq: **None**

**FILM158 Form, Story, and Genre: An Introduction to Wesleyan Film Studies**

What does it mean to 'study film' at Wesleyan? Get a taste of the College of Film's approach to visual storytelling in this online course featuring genres and filmmakers from across our curriculum. We will consider how film guides viewers on an emotional journey through image and sound, with classes devoted to melodrama, comedy, action, horror, documentary, film noir, and the movie musical. In all cases, we explore the moment-by-moment experience of the viewer as guided by specific cinematic choices of editing, cinematography, staging, performance, sound, alignment, point-of-view, and placement of the audience. Instead of interpreting what films mean, we will seek to understand how they capture our attention, how they absorb us into stories, and how they make us feel. Guest lecturers will include members of the CFILM faculty. Each week students will watch one or two feature films on their own and gather for two lecture/discussions. This is a for-credit class (pass/fail) with grade determined by participation and two quizzes.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

**FILM210 The Foundations of Cinema**

This course offers a seminar-style, comparative introduction to film form and aesthetics through an exploration of films from around the world spanning a range of eras. Students will learn how to describe and analyze the key formal

elements of a film, including plot structure, narration, cinematography, editing, sound, and mise-en-scène (sets and props, costumes and makeup, lighting, and performance). Emphasis will be placed on discerning the functions of formal elements and how they shape the viewing experience.

Classes will integrate lecture, discussion, and creative exercises designed to provide students with the opportunity to both analyze and experiment with the formal elements of film. The course will also highlight Shanghai's pivotal role in China's rich film history, including a field trip to the Shanghai Film Museum. The material in this course will enable students to expand their understanding of global film history; assess the unique visions of individual filmmakers; develop their descriptive and analytical skills; and practice fundamental filmmaking techniques.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

#### **FILM250 Computational Media: Videogame 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: **2.00**

Gen Ed Area: **NSM-IDEA**

Identical With: **IDEA350, COMP350, CIS350**

Prereq: **None**

#### **FILM300 First Things Film**

This course helps support first-generation students hoping to pursue admission to the College of Film and the Moving Image. It is open to students also enrolled in FILM 307 (The Language of Hollywood) who may be disadvantaged in framing questions, integrating argument and detail, and college-level writing. The First Things Film seminar will allow us to devote time and attention to support these students, take them further, and help them join CFILM. A major component of the seminar will be the development and revision of analytical writing. This isn't a remedial course of study, but an experiment in shaping our pedagogy around the specific needs of an underrepresented group.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

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.

For further information visit the course web site at: <https://span301.site.wesleyan.edu/>

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L301, SPAN301, COL334**

Prereq: **None**

#### **FILM302 Not Just Neorealism: Italian Cinema, its History and Politics**

This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the 'exquisite' examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined. Please see additional comments below.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L245, WLIT248**

Prereq: **None**

#### **FILM303 History and Analysis of Animated Cinema**

Animation is more important than ever to film studies. Over the past decade the boundary between live-action and animation has eroded, reorienting the way practitioners and scholars understand the medium. This course will provide a historical and theoretical introduction to the art of animated film and television. In addition to popular animation, this course will survey auteur, experimental, and animated documentary films in relation to their contributions to big studio productions. It has long been understood that animated features and television series are widely informed by the history of experimental and auteur animation. The curriculum teaches methods of critical research, discussion, writing, critique, and presentation that informs critical growth.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

#### **FILM304 History of Global Cinema**

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 Sophomore Colloquium for Declaring Majors**

This class is designed for sophomores who have completed the CFILM gateway courses and wish to deepen their exploration of film art. The curriculum aims to draw connections across different eras, origins, and story forms by pairing films for comparison. What can Frank Capra teach us about Pixar? What does



Bette Davis have in common with *The Babadook*? Is there such a thing as a good remake? What are essential parameters of cinema that endure, which every filmmaker must consider? Through close viewing of films from many eras and origins, in-class discussions, and analytical papers, students will strengthen their engagement with the tools of cinema in preparation for continued study in the major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

#### **FILM306 First Things Film**

First Things Film is a 0.5-credit seminar to be taken along with FILM 304 History of Global Cinema. We will focus on the fundamentals of thinking and writing about film, expanding on ideas presented in FILM 304 and exploring a diverse range of historical and contemporary movies. Assignments are geared toward supporting and deepening skills for success in FILM 304 and The College of Film and the Moving Image. This class welcomes enrollments from historically underrepresented groups and first-generation college students.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-FILM**

Prereq: **None**

#### **FILM307 The Language of Popular Cinema**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **None**

#### **FILM308 The 'Hollywood' Musical**

The musical genre, born in the Hollywood studio system and taken up by filmmakers around the world, has been a wellspring of cinematic invention for nearly a century. We will trace the history of the form and examine specific approaches to the genre (Busby Berkeley, Astaire/Rogers, Freed Unit etc.). Through the musical, we will consider: the relationship of emotion to form in cinema; how filmmakers control audience perception of the cinematic world; the interplay between story and spectacle; popular film's personal and communal address; the potential for abstract experimentation in studio films; and the complexity and value of entertainment. We will study the contributions of individual stars, producers, directors, composers, and art directors and consider how different filmmakers define the genre. Songs will get stuck in your head.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

#### **FILM309 Immersion Seminar: 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**

#### **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**

Prereq: **FILM304 AND FILM307**

#### **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**

#### **FILM318 Awesome Cinema: Religion, Art, and the Unrepresentable**

How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be

awesome, awful, or both) and how that relates to religious engagement with the nonrational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason. Films will include 'Arrival,' 'Interstellar,' 'The Exorcist,' 'Jai Santoshi Maa,' 'Passion of Joan of Arc,' 'Ten Canoes,' and 'Yeelen.'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **RELI318**

Prereq: **RELI151 OR 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, with an emphasis on detailed analysis of the relationship between form and content. Students will examine various films in detail and conduct their own analyses of individual movies. Films screened encompass Hitchcock's best-known works (such as 'Vertigo,' 'Rear Window,' and 'North by Northwest') as well as his experiments and flops; other filmmakers' work will be screened for comparison, including Otto Preminger and modern-day students of Hitchcock.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **(FILM304 AND FILM 307)**

#### **FILM323 Film and Anthropology**

Film & Anthropology is an exploration of the cross-pollinating relationship between ethnographic and filmmaking methods and styles. This is, in part, an effort to understand the contributions of both to the observed and documented experience of cultural life. We will watch films weekly and discuss them, as well as respond to them individually in weekly critical précis. We will, in the course of these viewings, come to some consensus as to what we mean by ethnographic and cinematic elements. The films themselves will cross genre boundaries, running the gamut from 'traditional' ethnographic films to various forms of documentary and experimental film that in some way address or explore what I consider ethnographic elements. We will cover canonical early ethnographic work (Gardner, Asch, Marshall), feminist experimental interventions in ethnographic film (Minh-Ha, Varda, Deren), and contemporary work that experiments with ethnographic elements, and we will synthesize various genres into new forms of long-form documentary, ethnofiction, and trance film (Marker, Oppenheimer, Sensory Ethnography Lab, Gonzalez, Rosi, Minervini, Kuchar). We will observe the progression of style through the 20th century into the 21st, with the various intellectual threads of post-structuralism, creating modifications of centering the experience and voice of the oppressed, narrative reflexivity/abstraction/unreliability, formal experimental editing styles, the decolonial method as filmmaking practice, and the historicization and interrogation of anthropology as a fraught discipline.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH285**

Prereq: **None**

#### **FILM324 Visual Storytelling: The History and Art of Hollywood's Master Storytellers**

This course studies distinctive auteurs including: 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 some 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**

#### **FILM326 At Home in the World: Transnational Women's Cinema**

What does women's cinema signify? Is it cinema created exclusively by women, for women? Is it cinema that puts women at its center? Do these narratives privilege one type of woman over another? How do we understand and investigate these questions within non-Western and global contexts?

This course delves into the multiple subjectivities, sociocultural geographies, media practices, and politics that are folded into the category called 'women's cinema.' Beginning with an exploration of the 1970s 'cine-feminism' that focused on women's filmmaking and political activism, we will expand our discussion to transnational contexts and explore how feminist politics advocated by female and male filmmakers influence an understanding of women-oriented issues, forms, and values in circulation. We will examine women's films produced within national and transnational geo-cultural spaces and pose questions about national, exilic, or postcolonial auteur subjectivities. We will analyze the films' aesthetics, institutional contexts, and global circulations and situate them within the frameworks of feminist theory, authorship, postcolonial studies and transnational feminist scholarship. We will study women's cinema from

South Asia, North Africa, the Middle East, Europe, and the Americas. The course screenings will include films such as 'Fire,' 'Water,' 'Like Water for Chocolate,' 'Bhaji on the Beach,' and 'Silent Waters/Khamosh Pani.'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

#### **FILM328 Moving Images Beyond the West: An introduction to Global Media**

The globalization of media has become a key issue of debate around the world. Yet, many discussions about globalization tend to obscure the often complex and contradictory relationships among global, national and local forces. This course critically examines the role that film, television, video games, and other media play in shaping our sense of global, national, and local cultures and identities. Focusing on Indian, Chinese, South Korean, African and other media producers, it examines how diverse audiences use global media to negotiate with issues of cultural identity in everyday life.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

#### **FILM329 Introduction to Indian Cinema: 'Bollywood' and Beyond**

India is one of the world's largest film-producing nations, releasing over 900 films every year. The Indian film industry remains an exceptional industry, holding its own against Hollywood's expansion into markets like India. This course will provide a historical and thematic introduction to Indian cinema, with a particular focus on Bombay cinema or Hindi-Urdu-language popular Indian cinema that constitutes Indian national cinema.

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: **FILM304 AND 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**

#### **FILM333 Introduction to Russian and Soviet Cinema**

This course provides an introduction to the history and poetics of Soviet and Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES233, RULE233, RUSS233, WLIT255**

Prereq: **None**

#### **FILM336 Silent Storytelling**

This course examines the development of visual storytelling from the post-nickelodeon cinema's presentational styles to the expressionistic filmic poetry of silent cinema's twilight years. Taught by noted film historian and accompanist Ben Model, it explores how silent-era filmmakers developed creative ways to invoke the audience's imagination as a storytelling component. 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, music, and the viewer's journey through each film. Films will be shown with live accompaniment in class, with additional viewing assigned as homework.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

#### **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: **FILM304 AND FILM307**

**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**

**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 narrative and stylistic trends at work in the region and by considering individual films in a historical and industrial context. We will then develop our film analysis skills via formal comparison of the aesthetics of individual directors working in both popular and art cinema traditions as well as in different historical periods. Films from Bong Joon-ho, Fei Mu, Hong Sang-soo, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Mizoguchi Kenji, Ozu Yasujiro, Tian Zhuangzhuang, Johnnie To, Tsai Ming-liang, Tsui Hark, Wang Xiaoshuai, Wong Kar-wai, Edward Yang, Yoon Ga-eun, and others will be featured.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **CEAS346**

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 the silent period; ranging through the 1930s, '40s, and '50s; and culminating in contemporary global cinema. We will pay particular attention to 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, Kenji Mizoguchi, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Lars von Trier, Farah Khan, 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 will likely include films directed by Ida Lupino, Sam Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Morris Engel, Kent Mackenzie, John Cassavetes, Shirley Clarke, Andy Warhol, Mike and George Kuchar, Monte Hellman, Barbara Kopple, Charles Burnett, Billy Woodberry, Julie Dash, Steven Soderbergh, Wayne Wang, Jim Jarmusch, Richard Linklater, Todd Haynes, Paul Thomas Anderson, David Lynch, Ramin Bahrani, Lance Hammer, David Gordon Green, Ilisa Barbash & Lucien Castaing-Taylor, and Kelly Reichardt, among others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **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, FGSS243**

Prereq: **None**

**FILM350 Contemporary International Art Cinema**

What exactly defines an 'art' film or filmmaker? How do art house filmmakers situate themselves in relation to mainstream filmmaking and within the global film market? This course addresses these and other questions as it examines the aesthetics and industry of contemporary international art cinema. The class will explore the historical construction of art cinema; its institutional, cultural, and economic support structures; and the status of art cinema today. Featured directors may include Pedro Almodovar, Roy Andersson, Leos Carax, Alan Clarke, Luc and Jean-Pierre Dardenne, Terence Davies, Claire Denis, Jaco van Dormael, Jia Zhang-ke, Aki Kaurismaki, Abbas Kiarostami, Samira Makhmalbaf, Steve McQueen, Cristian Mungiu, Laszlo Nemes, Corneliu Porumboiu, Carlos Reygadas, Abderrahmane Sissako, Thomas Vinterberg, Edward Yang, and Andrey Zvyagintsev.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

**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**

#### **FILM357 Fassbinder & Sirk: Limitations of Life**

The relationship between Hollywood and Germany has always been both uneasy and productive. This course will examine the well-known interaction between the master of the postwar melodrama and the enfant terrible of the New German Cinema. Initially, we will follow the lead of Fassbinder's famous essay, 'Imitation of Life: On the Films of Douglas Sirk,' and consider the films that ostensibly influenced the young German director most immediately. Special focus will be on FEAR EATS THE SOUL, Fassbinder's provocative remake of ALL THAT HEAVEN ALLOWS, and on the late melodramas of so-called FRG Trilogy, including THE MARRIAGE OF MARIA BRAUN. We may also look at some of Fassbinder's important films before his encounter with Sirk, as well as some of Sirk's German films.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

#### **FILM358 Italian Cinema: 1945-1965**

The decades just after World War II were a transformational period in the history of Italy--and of Italian cinema. After the traumas of war and fascism, the country underwent social and economic changes that affected every aspect of life, changes that fed the imaginations of the nation's filmmakers. Religion, family, gender relations, class struggle, and regional conflict provided themes for comedy, melodrama, and the characteristically Italian hybrid of fiction and documentary known as neorealism.

In examining some of the great films of this period, the course will explore some of these themes, and it will also emphasize the extraordinary creative power and artistic variety of the films themselves. We will examine the contrasting styles and approaches of some of the great Italian auteurs--including Federico Fellini, Luchino Visconti, Roberto Rossellini, and Vittorio de Sica. We will also attend to the careers of charismatic actors like Marcello Mastroianni, Sophia Loren, and

Anna Magnani, whose emergence as global movie stars enhanced the glamour and prestige of a national cinema rooted in local experience.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

#### **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 Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling**

This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of 'The Sopranos' in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the 'beat model' developed in certain Calderwood Seminars, where students become 'experts' in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **ANTH361, AMST362**

Prereq: **None**

#### **FILM362Z Calderwood Seminar in Public Writing: The Dark Turn in Television Storytelling**

This course, offered in association with the Calderwood Seminars in Public Writing, examines a certain tendency in contemporary television storytelling. Taking the debut of 'The Sopranos' in 1999 as a benchmark, we will explore the emergence in dramas and comedies of a dark, uncertain, pessimistic, or disillusioned address within a medium long known for its reassuring tone. We will consider the industrial and social conditions for this tonal shift, as well as the role it has played in elevating public perceptions of television's cultural value. The course will use the 'beat model' developed in certain Calderwood Seminars, where students become 'experts' in specific bodies of material. In this case, students will select a particular series on which they will focus over much of the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

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 career--'On the Waterfront,' 'East of Eden,' 'A Streetcar Named Desire,' 'A Face in the Crowd,' and others--as well as the work of influences, acolytes, and 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**

**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**

**FILM372 Hong Kong Cinema**

This course offers a seminar-style introduction to the dynamic history, culture, and aesthetics of Hong Kong cinema from 1960 to the present day. The course will explore the unique factors that enabled the Hong Kong film industry to become a regional powerhouse, garner international acclaim, and influence the filmmaking of Hollywood, as well as consider the reasons behind the contraction of the industry since the mid-1990s and the outlook for Hong Kong cinema's future. Screenings will feature the films of Fruit Chan, Jackie Chan, Peter Chan, Cheng Cheh, Mabel Cheung, Chor Yuen, Stephen Chow, King Hu, Ann Hui, Michael Hui, Stanley Kwan, Andrew Lau & Alan Mak, Lo Wei, Johnnie To Kei-fung, Eric Tsang, Tsui Hark, Wang Tian-lin, Wong Kar-wai, John Woo, Corey Yuen Kwai, Yuen Woo-ping, and others.

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**

**FILM384 Documentary Storytelling**

This course explores the range of approaches, methods and techniques a diverse set of documentary filmmakers use to tell their stories. After an introduction to elements of creative nonfiction storytelling, we will spend the semester looking at films organized by a topical lens. Through close reading of documentary texts, filmmaker statements and academic writing, we will examine how past and current documentarians successfully--and sometimes unsuccessfully--have tackled a wide variety of subject areas, including poverty, gender, ethnography, conflict/war, class, nature and science, sexuality, current affairs, ethnicities, arts and culture, and history.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM307**

**FILM385 Documentary History**

This course introduces students to the history, theory and aesthetics of documentary films. We will explore nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions, approaches and genres adopted by filmmakers to bring 'real' stories of cultural, social, political, historical and economic subjects to audiences. We will examine the theoretical work that has defined and re-defined the documentary and address complex questions of the form including representation, access and ethics. We also will consider the role of technology in documentary storytelling and how structural and stylistic choices represent reality and shape viewer response.

Offering: **Host**

Grading: **OPT**

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*, *ATLANTA*, *THE X-FILES*, *BROAD CITY*, and others, including student-generated selections.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**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. Screenings will 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: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**FILM391 Sex and Violence: American Film-making Under Censorship**

This course examines how U.S. filmmakers have used narrative and stylistic techniques to address censorship requirements in U.S. cinema. Though the course will cover early cinema through recent cinema, its primary emphasis will be on studio-era censorship from 1930 to the 1950s. Through close film analysis, we will examine how censorship altered films, and how filmmakers manipulated film form and style to convey their intended meanings. Our analysis will serve as a way to reflect broadly on methods for making films within constraints, the range of cinematic techniques available to filmmakers, and how creative decisions impact viewers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**FILM392 Cinema Stylists: Sternberg, Ophuls, Sirk, Fellini**

This course analyzes the films of four international renowned auteurs--Josef von Sternberg, Max Ophuls, Douglas Sirk, and Federico Fellini--whose work is consistently defined by the use of highly noticeable, expressive, and even dazzling stylistic techniques. The course will cover the major works of all four filmmakers and will examine each director's films in terms of narrative techniques, personal worldview and--especially--a distinct set of stylistic concerns. Relevant film style topics will include, but are not limited to, lighting, set design, costume, camera movement, color, sound, and editing. Studying these four filmmakers will reveal how filmmakers can define cinema in deeply personal terms and employ a flashy--even flamboyant--style to achieve their goals.

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**

**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**

**FILM430 Documentary Production**

Students are invited to take an intensive journey into the world of documentary filmmaking through a hands-on course designed to help foster the emergence of their cinematic voices. The methods that many documentary filmmakers use to develop and craft their work serve as a model for the coursework. In a supportive environment, students engage in progressive learning to allow each to tackle many of the same key creative, practical, financial, and ethical decisions working researchers, directors, producers, writers, camera operators, sound recordists, and editors make during research and development, pre-production, production, and post. By screening and analyzing a wide range of documentaries, students gain exposure to an array of storytelling styles and concerns in presenting 'reality' on the screen. During the first half of the semester students will complete individual exercises designed to develop basic skills while simultaneously working to develop a compelling documentary proposal for a five-to-seven minute documentary each student will direct, shoot and edit. Ongoing feedback during the entire semester is provided. Students enrolled in this course should anticipate heavy and unevenly distributed time demands.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **FILM304 AND FILM307**

**FILM448 Directing Actors for the Camera**

Working with actors is an essential component of cinema and television. This workshop course leads students through exercises both as actors in front of the camera and directors behind the camera. Topics include: directing actors for the camera, casting actors, the analysis of screen performance, script analysis from the actor and the director's POV, on-camera acting technique, introduction to the craft of staging dramatic scenes for single-camera shooting, director/actor collaboration, and communicating with actors to create successful performances.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**FILM451 Introduction to Digital Filmmaking**

This course is designed for NON-FILM MAJORS 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**

Prereq: **None**

**FILM453 The Art and Craft of Film Adaptation**

Film adaptations of literary texts have been a staple of cinematic production from the silent era to the present day, and remain both an enduringly popular phenomenon and an occasional source of derision or disbelief: Can the movie ever be as good as the book? In this course we will interrogate the long-held assumption that source materials for adaptations are the authoritative texts while secondary works are necessarily inferior. Adopting a lateral approach that allows us to examine how stories change and are changed by new iterations and new mediums, we will examine the varied modes, motives, and techniques of film adaptations, analyzing how filmmakers transform character, plot, setting, and point of view as they adapt varied source material into feature films. This is a reading and writing intensive course where students will be asked to annotate and analyze literary sources, screenplays and films and should expect to spend several hours reading, watching films and writing outside of class time per week. In addition to short written assignments, students will create original adapted screenplays based on short fiction, novels, plays and films.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**FILM454 Screenwriting**

This course focuses on writing for the screen, with emphasis on how the camera tells stories. We will be focused exclusively on the screenplay.

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, 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**

**FILM457 Advanced Filmmaking**

This workshop is designed for senior film majors who, having successfully completed FILM450, 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**

**FILM458 Screenwriting: The Short Film**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM 307**

**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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

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 each student will write original scenes for discussion in class. We will then develop an original series idea in class as a group and function as a 'writers room' would on a series. Each student will be required to write equal parts of the outline/beat sheet, develop characters, and write/revise scenes, with the goal of executing a full pilot script in collaboration with one another under the guidance of the instructor. Grading will be based on weekly assignments, as well as regular attendance, class punctuality and attention to deadlines.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Prereq: **FILM304 AND FILM307**

**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 Elementary French I**

This course is designed for first-time French learners who wish to acquire and develop listening, speaking, reading, and writing skills by learning basic vocabulary, useful expressions, and fundamental grammatical structures. Students will also gain cultural insights into the French-speaking world, from Senegal to New Caledonia, from Quebec to Louisiana, from Belgium to Guadeloupe, and beyond. In class students will participate in activities that promote communicative proficiency and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted in French. FREN 101 is the first semester of the elementary and intermediate French language sequence.

Offering: **Host**

Grading: **BMO**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**FREN102 Elementary French II**

This second-semester elementary French course is designed for students who have taken FREN101 or one to two years of French in high school. The main goal of this course is to enable students to achieve intermediate communicative proficiency in French by developing their listening, speaking, reading, and writing skills. Students will thus increase their vocabulary, learn more advanced grammatical structures, and gain further cultural insights into the French-speaking world. In class students will participate in activities that promote communication and cultural competence through vocabulary and grammar exercises, games, skits, conversation, authentic readings, and the use of various audio-visual materials. Classes are conducted in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**FREN110 Accelerated Intermediate French I & II**

This course combines two semesters of intermediate French into one to allow for a faster track in French. The course develops students' abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. It focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**FREN111 Intermediate French I**

Students will develop their abilities in the four basic skills of listening, speaking, reading, and writing through oral and written practice. The course focuses on grammatical structures and vocabulary at the intermediate level and introduces students to contemporary French-language cultures from around the world through discussion of cultural and literary texts and use of audiovisual material.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**FREN112 Intermediate French II**

This is a course for students who have taken FREN 111 or arrive at Wesleyan with a good command of French and are ready to develop their reading, writing, and speaking skills through exposure to a variety of challenging cultural and literary materials in various media. It includes a review of basic grammar but emphasizes more complex linguistic structures.

Offering: **Host**

Grading: **OPT**

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 grammar review and to discussions of 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: **OPT**

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**

#### **FREN221 French Mythologies**

Starting from 'Mythologies' by Roland Barthes (1957) and 'Nouvelles Mythologies' edited by Jerome Garcin (2007), this course examines how contemporary social values are turned into modern myths and some of the domains that seem to define France in the 21st century. How do the representations of food, fashion, le chic, la laïcité, strikes, colonialism and post-colonialism, etc., in contemporary novels and films still define France today?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

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, MDST220**

Prereq: **None**

#### **FREN224 Cultural Movements from the 19th to 21st Centuries**

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, while 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: **OPT**

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**

#### **FREN228 Fight like the French: Debates, Quarrels and Polemics in French Culture**

In the age of 'fake news' and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST229**

Prereq: **None**

#### **FREN230 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture**

The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST257**

Prereq: **None**

#### **FREN231 By Sword, By Cross, and By Pen: An Introduction to Early Modern French Literature and Culture**

This course introduces French literature and culture from the 15th to the 17th centuries, when the French territory expanded to its present borders with the rise of the French monarchy. Historical developments include religious upheaval and civil war, overseas exploration and conquest, and the greater dissemination of written works with the invention of the printing press. In this evolving context

we will read a variety of literary works of prose and poetry. We will follow the emergence of genres such as the essay and the novel, and observe how different literary forms served to express ideas ranging from personal experiences to sociopolitical aspects of contemporary society. Several film representations of this period will also help us consider how we envision the past.

Offering: **Host**

Grading: **OPT**

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 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**

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**

#### **FREN273 The Business of Letters: The French Epistolary Novel**

Before the 18th century, the first-person narrative was often perceived as self-indulgent, not to mention distasteful. Eighteenth-century readers, however, became fascinated with the intimacy, immediacy, realism, and confessional aspect of highly charged first-person perspectives. It comes as no surprise, then, that this was the golden age of the ROMAN EPISTOLAIRE, the novel composed entirely of letters. In this class we will read a number of epistolary novels that allowed for the development of highly subjective, and often challenging, points of view. Sample works include Madame de Graffigny's critique of European society (LETTRES D'UNE PERUVIENNE), Mme de Charrière's praise of female independence (LETTRES DE MISTRIS HENLEY), Montesquieu's political satire of French life (LETTRES PERSANES), and Laclos's tale of seduction and aristocratic

libertinage (LES LIAISONS DANGEREUSES). We will also read one example of the epistolary novel's stylistic counterpart, the ROMAN-MEMOIRE.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **FREN275 Histories of Race: Science and Slavery in an Age of Enlightenment**

The concept of race was first 'invented' during the 18th century by anatomists, natural historians, and, ultimately, the century's classifiers. This class will come to grips with the birth of this concept in two ways. First, we will read excerpts from travelogues to Africa and the Caribbean (as well as short excerpts from natural history) in order to chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. Having studied this 'proto-raciology,' the class will then examine 16 unpublished manuscripts that were submitted to a contest on the source of 'blackness' organized by the Bordeaux Royal Academy of Sciences in 1739. These include essays submitted by priests, anatomists, and partisans of climate theory. Students in this class will actively engage with these materials by producing glossary definitions that will be published along with the entire collection of essays. The ultimate goal of this course is to provide students with an understanding of the concept of race that will inform their reactions to this question as both a historical concept . . . and an ongoing problem that affects all of us in the present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RLAN**

Identical With: **COL281**

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 introduces students to the richness of the French and Francophone dramatic repertoires, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization, mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA291**

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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL307**

Prereq: **None**

**FREN306 Spectacles of Violence in Early Modern French Tragedy**

The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL306, THEA292**

Prereq: **None**

**FREN307 Exoticism: Imaginary Geographies in the 19th-century French Short Story**

This course will consider the fascination with the exotic--with foreign landscapes, customs, and culture--in 19th-century French fiction, particularly in the genre of the short story. Discussions will focus on the representation of foreignness, the construction of the exotic woman, and the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Merimee, Loti, Flaubert, Hugo, Baudelaire, Myriam Harry, and Théophile Gautier.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**FREN309 Writing Childhood in Contemporary French Literature**

In the 20th century, children's literature and writings about childhood expanded alongside commercial book publishing, greater literacy, and theories on childhood. This course will follow the development of formal and creative expressions of childhood by turning first toward children's literature, including picture and comic books and classic works such as 'Le Petit Prince.' Literary depictions of childhood, as memory, testimony, and social commentary, will compose the second half of the course. Visual imagery (book illustrations, films) will be studied as well to consider the connections between childhood and its

representations--for example, how children's literature reflects modernity and how childhood is a means to make sense of adulthood.

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**

**FREN315 The Politics of the French Language and the Birth of the French State**

Today, the advantages of national borders and monolingual language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay 'Le monolinguisme de l'autre.'

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST315**

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**

#### **FREN330 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: **MDST330**

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**

#### **FREN348 Artistic Creation in Fin-de-siècle France**

The end of the nineteenth and beginning of the twentieth century--the so-called fin de siècle--was a period of remarkable creative energy, production, and upheaval in France. Many of the most-recognized names in the art world were active there during that time: Debussy, Monet, Picasso, Stravinsky, Matisse, Baudelaire, Van Gogh...and many of them collaborated across media. In this course, we'll dig deep into the music, visual arts, and literature of the period, relying on contemporaneous primary sources (literature, of course, but also newspapers and popular periodicals, artists' letters and manifestos, performance reviews and notes, etc) as well as relevant secondary analyses, to get a sense of the competing energies of liberation and decadence that nourished so many remarkable and influential works of art.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **FREN356 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 21st Centuries**

While women in France were not welcomed in the literary sphere, they have nonetheless participated in the various movements that have radically affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance toward literary trends. It will also investigate the roles of literary categories (letters, plays, fairy tales, poems, novels, and essays) in women's production.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **FREN357 Autobiography and Photography; Text and Image**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **FREN363 (Un)Popular Performances/Performances (Im)Populaires**

In 1607, a young Scotsman named William Drummond was studying law in Bourges, France, a popular 'study abroad destination' for Scottish students as

well as an important stopover city on the routes of itinerant professional and amateur actors. While in Bourges, these actors performed a variety of different kinds of plays, including tragedies, comedies, tragicomedies, pastorals, and farces. Although these performances were often met with hostility from the city's religious authorities, Drummond attended several plays during his stay and, lucky for us, took rather detailed notes about them. His observations from the 1607 'season' are preserved in his personal papers in the National Library of Scotland.

This course will use Drummond's notes as a guide to discover and examine other forms of evidence--both traditional and nontraditional--that help us understand what was at stake in theater, performance, and (un)popular culture in late 16th- and early 17th-century France. We will study the ways the past has been organized and cataloged, how traditional sources and research have shaped our view of the past, and how unconventional methodologies can help us locate new sites of knowledge and culture. Written assignments, class discussions, and (most) readings will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM363, COL363**

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**

#### **FREN391 Diderot**

In this class we will come to know the most progressive and often radical thinker of the French Enlightenment, Denis Diderot (1713-1784). We will begin this seminar with an examination of how this country abbot grew into the most well known atheist of his generation. We will then move onto his famous 74,000 article *Encyclopédie*, a book that not only dragged sacrilege and freethinking out

into the open, but triggered a decades-long scandal that involved the Sorbonne, the Paris Parliament, the King, and the Pope. (During this portion of the class, students will undertake translations of select entries [from French to English] of the 'dictionnaire' for possible publication.) In the second half of the semester, we will also study the writer's freewheeling art criticism. Finally, we will read two groundbreaking novels. The first of these, 'La Religieuse', is a gripping pseudo-memoir of a nun who suffers unspeakably cruel abuse after she announces that she wants to leave her convent. The second, 'Jacques le Fataliste', is a freewheeling anti-novel where Diderot used fiction to take up the problem of free will. In the final portion of the class, we will also read selections from his anticolonial and antislavery writings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL391**

Prereq: **None**

#### **FREN399 French Histories: National Identity and Narratives since the Third Republic**

At the end of the nineteenth century, schooling became free and mandatory in France. Since then, politicians have often considered the teaching of history as key to the construction of French national identity. Even today, some argue that the role of school is to equip children with a national narrative. French historians have questioned and resisted this instrumentalization, denouncing oversimplifications and ideological distortions. They also acknowledge that some biases have pervaded French history.

Through readings of historical novels, biographies, essays, and graphic novels as well as selected film and documentary viewings, this course will explore some of these national narratives and the way French historians, philosophers, and artists have participated in the construction of a French national identity.

The course will focus on France and its colonies since the 1870's and the Third Republic. Preliminary knowledge of the period is not required for this class. The final project will be a re-telling of a French historical event through students' preferred medium (video, graphic novel, essay, or podcast). The assignments during the semester will help students accumulate material and hone their skills toward this goal.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

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**

#### **FREN404 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**

# 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, ENVS228**

Prereq: **None**

**GELT230F The Simple Life (FYS)**

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, future generations, 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: **GRST230F, ENVS230F**

Prereq: **None**

**GELT239 Modernism and the Total Work of Art**

The term 'total work of art' refers to the German concept of the Gesamtkunstwerk, which 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, RL&L339, COL349**

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**

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**

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. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279, COL279**

Prereq: **None**

#### **GELT279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)**

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GRST279F, COL279F**

Prereq: **None**

#### **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**

**GELT412 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 GRST212 here at Wesleyan.

Offering: **Host**

Grading: **BMO**

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 collaboratively, 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 writing assignments, students expand their vocabulary and practice varied styles and techniques. Among the course goals are improved communication and reading skills, an expanded vocabulary, more accurate and nuanced written expression, and increased insight into historical and cultural features of the German-speaking world. After the successful completion of this course, students can study abroad through Wesleyan's approved German programs in Berlin and Hamburg or continue with GRST212 at Wesleyan.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST102**

**GRST212 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 and 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 discussion will be conducted in German.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST211**

**GRST213 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. This course can be taken either before or after study in Germany.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST212**

**GRST221 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde**

The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual

achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an 'off-modern' path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **RUSS321, REES321, RULE321, WLIT341**

Prereq: **None**

#### **GRST222 Freud**

This course offers a close, critical study of Freud's psychoanalytic writings through the major phases of his career. We will be attending to individual texts, ongoing issues, the cogency of his theoretical formulations, the reasons for his revisions and the range of his relevance.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL299**

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, ENVS228**

Prereq: **None**

#### **GRST230F The Simple Life (FYS)**

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, future generations, 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: **ENVS230F, GELT230F**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, RL&L290, RUSS340, RULE340, REES340**

Prereq: **None**

#### **GRST232F Marxism and Abolitionism (FYS)**

This course explores the historical encounter of Marxist revolutionary theory, with its roots in German idealism (Kant, Schiller, Fichte, Hegel), and abolitionist causes. How have abolitionist movements historically informed, expanded, and challenged Marxist theory and its tactical playbook? What made Marx a touchstone for so many black revolutionary thinkers, including W.E.B. du Bois, Franz Fanon, C.L.R. James, and Angela Davis? How have anticommunist, racist, security-statist ideologies been mobilized to undermine and defeat transformative social movements? We will begin with the Haitian Revolution and work our way through the abolition of slavery in the US and the anticolonial and civil rights struggles of the mid-20th century to the prison abolition movement today. In addition to the above mentioned authors, readings will include Toussaint L'Ouverture, Frederick Douglass, Otilie Assing, V.I. Lenin, Rosa Luxemburg, Georg Lukács, Max Weber, Martin Luther King, Jr., Herbert Marcuse, and the Combahee River Collective.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **AFAM230F, AMST132F**

Prereq: **None**

#### **GRST233F Holocaust Remembrance in Germany: The Third Generation (FYS)**

Remembering the Nazi past is a fundamental aspect of postwar German culture. In this course, we will trace the Holocaust's aftermath in contemporary German literature and thought. We will pay close attention to the socio-cultural and historical-political changes in attempts to glean new meanings from a past that is both omnipresent and highly evanescent. We will focus especially on the creative works of 'the third generation.' These contemporary writers explore a historical trauma that has become an integral part of their identity. At the same time, their temporal and personal distance to the actual events necessitates

new imaginative approaches to the past. Careful readings of literary, theoretical, journalistic, and historical texts as well as films will enable us to critically think about the challenges and limits of how to write about the Holocaust 70 years after it occurred, and how the difficulties in doing so might inform other kinds of writing about historical and personal trauma.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **CJST233F**

Prereq: **None**

#### **GRST239 Modernism and the Total Work of Art**

The term 'total work of art' refers to the German concept of the Gesamtkunstwerk, which 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GELT239, RL&L339, COL349**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA241, RL&L241**

Prereq: **None**

#### **GRST249 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelean world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end--pluralities of pluralities without any underlying unities. More astonishing still, this new

metaphysical picture of infinity flux was soon given a precise mathematical description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception--Aristotle's signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM339, COL351, PHIL302, SISP339**

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**

#### **GRST254 Critical Theory: From Karl Marx to Angela Davis**

According to the Frankfurt School philosopher Max Horkheimer's 1937 essay 'Traditional and Critical Theory,' Critical Theory aims at dislodging traditional theory's reliance on the assumption that to theorize means to categorize and explain facts from a trans-historically fixed position. Instead, Critical Theory wants to uncover the formative socio-economic processes of exploitation, struggle, and domination that underpin both the objective appearance of reality and our subjective ability to become conscious of them. In doing so, it not only wants to critique the very foundations of society and subjectivity but also wants to ignite a utopian imagination. Although Critical Theory draws on the concepts of the Western philosophical tradition (in particular on Kant and Hegel), it views them as being tainted by the 'irrational totality' of bourgeois society that structurally blocks the realization of genuine freedom, equality, and liberation from fear. Hence, Critical Theory is concerned not only with the critique of specific social ills but also with the abolition of their systemic causal conditions. For this reason, it is by design a practical and activist mode of theory, as exemplified by an insight Herbert Marcuse attributes to Angela Davis: 'the philosophical idea, unless it was a lie, must be translated into reality.'

In this seminar, we will do three things: 1) Retrace the genesis of Critical Theory from Marx's appropriation of Hegel's dialectical method to Lukács's theory of reification; 2) Explore the Frankfurt School's ambition to establish Critical Theory as an encompassing, multi-disciplinary research program addressing the pathologies of capitalism from the interlocking perspectives of social and economic theory, psychoanalysis, empirical social research, aesthetics, and ethics; 3) Examine how contemporary heirs to the tradition of Critical Theory such as Angela Davis, Sianne Ngai, or Rei Terada have challenged and advanced the concerns of the earlier theory in light of our current neoliberal and authoritarian predicament.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST, SBS-GRST**

Identical With: **COL264**

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**

#### **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**

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**

#### **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**

#### **GRST266 Ethics After the Holocaust**

The philosopher Theodor Adorno declared, 'To write poetry after Auschwitz is barbaric.' The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI272, CJST272**

Prereq: **None**

#### **GRST267 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, CEAS280**

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**

#### **GRST273 Tatort - Window into Germany (CLAC.50)**

Few television shows have become anchored in German cultural discourse as firmly as 'Tatort,' a weekly crime show produced and broadcast by public television since 1970. Watched by up to 40% of all potential viewers, new episodes are prominently reviewed in major daily newspapers and serve as a focus for discussions about German politics, culture, and society. Episodes have tackled questions of police brutality, immigration, gentrification, and the surveillance state, while also shining a light on Germany's changing conception of itself. Over the years, the show has attracted some of the major directors and actors from German-speaking regions, such as Wolfgang Petersen, Margarethe von Trotta, Dominik Graf, Sibel Kekili, and Götz George. In this course, we will watch current and canonical episodes of the show, using it as a way into discussions about Germany's past, present, and future.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-GRST**

Identical With: **CGST273**

Prereq: **GRST212**

#### **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: **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. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL279, GELT279**

Prereq: **None**

#### **GRST279F Good, Evil, Human: German Fairy Tales and Their Cultural Impact (FYS)**

The collected folk tales of Wilhelm and Jacob Grimm have had a substantial impact on the cultural history of Germany and beyond. Despite our sense that we already know these texts, it is worth taking a closer look at their messages. Deceptively simple, these little tales 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **GELT279F, COL279F**

Prereq: **None**

#### **GRST288 The Human Condition: Arendt, Nietzsche, Marx**

'God is dead,' the philosopher Friedrich Nietzsche wrote at the close of the 19th century, 'and we have killed him!' Nietzsche presents these words as being proclaimed by 'a madman who in the bright morning lit a lantern and ran around the marketplace crying incessantly.' Both the content of this famous quotation and its setting express a concern with the internal and external conditions under which modern humans live and make sense of their lives: without the certainty of divine guidance and order (internally), encountering one another only as impersonal buyers and sellers on the marketplace (externally). In this seminar, we will study three strikingly unique yet nonetheless intersecting ways of addressing the human condition after the death of god. We will start with Hannah Arendt's magisterial 'The Human Condition' (1958), in which she presents the history of how in the Western philosophical tradition the active life (the *vita activa*, as distinguished from the *vita contemplativa*, the life of the mind) has been conceptualized. Drawing on Nietzsche's genealogical method, Arendt traces the genesis of concepts from their Greek, Latin, and Biblical origins to modernity. In doing so, she focuses on the activities of labor, work, and action: Labor is the 'metabolism between humans and nature' (Marx), the process through which we appropriate the earth for our survival as a species; work is the transformation of the earth into a durable world; and plurality is the sharing of this world with others.

From Arendt's comprehensive conceptual history of the human condition, we will proceed in reverse chronological order to contextualize and challenge her claims. Arendt singles out Nietzsche and Marx as the paradigmatic modern 'life and labor philosophers' and foremost representatives of philosophical 'naturalism,' and we will first examine Nietzsche's account of the devolution of European morality to nihilism and his critique of Western metaphysics as a 'life-denying' death-cult, and will then, in the final third of the semester, investigate Marx's attempts to historicize and rethink the interdependence of humans and their natural environment in terms of an alienation of practice and the transformation (necessitated by the capitalist 'law of value') of human labor into an abstract power of domination over humans and, eventually, the whole planet.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL259**

Prereq: **None**

#### **GRST290 Nietzsche - Science, Psychology, Genealogy**

This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL290, PHIL252**

Prereq: **None**

**GRST301 Advanced Seminar in German Literature: Poetry as a Way of Life**

Who am I? What is the world? And what can language (not) do? Throughout its history, German poetry has returned, time and again, to asking these fundamental questions about a self, its relation to the world, and language's capacity to represent, influence, and constitute an I. Poetry serves as one of the central sites where the epistemological, moral, social, and aesthetic potential of mankind is negotiated. Lyric texts play a fundamental role in the creation and exploration of the promises, problems, and paradoxes of modern notions of subjectivity, society, and art. Almost all of the most canonical German poems pick up on some or all of these issues, and we will read a selection from the 18th to the 21st centuries. The goal of this class is to provide students with an overview of German poetic traditions and to give students the tools to talk about poetry in German. We will explicitly engage with analytic terminology as well as aesthetic discourses. All readings, writings, and discussions in German.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST213 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, and 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. The course also explores phenomena like the 'Ostalgie' and retro-chic that manifested themselves after the Fall of the Wall in 1989. The readings include short stories, songs, and excerpts by and among others: Wolf Biermann, Johannes Becher, Günther de Bryn, Stefan Heim, Rainer Kunze, Brigitte Reimann, Claudia Rusch, Susanne Schädlich, Maxi Wander, Christa Wolf. Participants will view and discuss films and TV series produced before and after unification.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL291**

Prereq: **GRST213**

**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**

**GRST330 Nietzsche als Versucher (CLAC.50)**

The term 'Versucher' combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes 'Versucher' as 'the not-undangerous name [he] dares to bestow' on the 'philosophers of the future'--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 'Nietzsche - Science, Psychology, Genealogy,' though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CGST290, COL287, PHIL253**

Prereq: **None**

**GRST335 Writing between Cultures: German Literature and Film by Authors of Foreign Descent**

This seminar will introduce students to both literary texts and films by immigrants or descendants of immigrants, all of whom write in German, whether as their first or second language. Among the topics we will explore are homesickness, interactions with bureaucracy, use of and perspectives on language, questions of citizenship and identity, assimilation and integration, cultural misunderstandings, and encounters with bigotry and xenophobia. We will discuss works by Yoko Tawada, Aras Ören, Rafik Schami, Emine Sevgi Özdamar, Wladimir Kaminer, Vladimir Vertlieb, Saša Stanišić, and others as we consider what properties make their works part of the canon of German literature, or not. Films by Fatih Akin and Yasemin Samdereli are also included in this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL353**

Prereq: **GRST213**



**GRST342 Empire, Memory, Translation: A Seminar on the Rings of Saturn**

In this seminar, we will explore three themes: The lasting effects of European imperialism and colonialism in (mostly but not exclusively) Europe and their literary representations; the relationship between historical memory and fiction in these representations; and the role of translation in shaping the relationship between historical memory and fiction.

At the center of this course is W. G. Sebald's travelogue 'The Rings of Saturn' ('Die Ringe des Saturn'), a work we will read in both its German original and its congenial English translation. Sebald's genre-defying narrative recounts the historical traces of empire, war, and colonialism in the observations and reminiscences of the protagonist's wandering through the de-industrializing landscape of England's Suffolk County during the early 1990s. Obsessively associating phenomena near and far in an almost paranoid fashion, Sebald's first-person narrator leads the reader to the devastations wrought in China during the Opium Wars and in the Congo during Belgian rule; the local and global effects of cycles of capital accumulation, resource exploitation, and climate change; and the challenges and pitfalls of memory's attempts to find an adequate narrative form for how the globally disparate effects of capitalist modernity are interlinked.

All discussions and papers will be in German, and readings will be in German and English, with a consistent focus on theoretical and practical questions of translating from German to English. We will proceed at a slow pace, with plenty of time to grant our superb primary text the time and attention it deserves. This course is designed for students who have taken GRST 213 or have spent a semester studying abroad in a German-speaking country. We will focus on developing critical writing, reading, interpretation, and translation skills in German. Since the quantity of reading is fairly modest, we will put much emphasis on regular writing and rewriting.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL392**

Prereq: **None**

**GRST350 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)**

This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi 'New Order.' We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **HIST281, CGST281**

Prereq: **GRST213**

**GRST376 The Volksstueck Tradition**

In this course we will be studying the Austrian and German genre of the Volksstück. As the name suggests, plays in this genre are intended to address the joys and sorrows of ordinary people in their everyday lives, both reflecting and commenting on the social life of their times. While 19th-century Austrian Volksstücke owed much to the conventions of the commedia del arte, the genre evolved in the 20th century into a form of critical social analysis. This evolution accompanied changing concepts of the 'Volk,' with salaried office workers coming to the fore during the Weimar Republic. The 20th-century Volksstücke written between the world wars present characters who in real life would likely become supporters of the Nazis. Starting in the 1960s, playwrights and audiences rediscovered the Volksstücke of the prewar period, and new authors emerged. Topics and stylistic features we will examine include the changing figurations of the 'Volk,' dialogue employing actual or synthetic dialect and colloquial language, the prevalence of inarticulateness or inauthentic speech, oppression and exploitation of women, shifts in class attitudes, and the increasing influence of the mass media. Interesting parallels to the Volksstück can be found in Norman Lear's long-running television series 'All in the Family.' Among the authors we will be reading are Johann Nepomuk Nestroy, Bertolt Brecht, Karl Kraus, Marieluise Fleisser, Ödön von Horváth, Rainer Werner Fassbinder, Martin Sperr, Wolfgang Bauer, and Franz Xaver Kroetz. All reading, writing, and class discussion will be in German.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Prereq: **GRST213**

**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**

**GRST390 Romanticism-Realism-Modernism**

In the study of German literature (and art), the terms romanticism, realism, and modernism designate a span of time extending from the 'Age of Goethe' to the mid-20th century literary cultures of West Germany, East Germany, Austria, and Switzerland. In this seminar, we want to take a closer look at representative examples for each of the three categories: What kind of subject matters are prevalent in each respective period, what narrative, dramatic, and poetic devices and forms are typically employed? What distinguishes these periods from one another, how useful are these distinctions? What, finally, is the purpose of such periodizing of literature?

The purpose of this seminar is twofold: 1. It is intended to provide a historical overview of German literature by engaging with representative romanticist, realist, and modernist works of prose, drama, and lyric; 2. It is designed to critically probe the concepts of romanticism, realism, and modernism: How useful are these categories in making us understand the evolution of fiction, authorship and readership, literary subjectivity, or narrative form? What are some pitfalls of using these categories?



All readings, papers, and discussions will be in German.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-GRST**

Identical With: **COL390**

Prereq: **GRST213**

#### **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**

#### **GRST420 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**

#### **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**

#### **GOVT116F Good Books on Bad Wars (FYS)**

This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses,

or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL116F**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT151F American Government and Politics (FYS)**

An introduction to American national institutions and the policy process, the focus of this course is on the institutions and actors who make, interpret, and enforce our laws: Congress, the presidency, the courts, and the bureaucracy. The course will critically assess the perennial conflict over executive, legislative, and judicial power and the implications of the rise of the administrative state for a democratic order. This course is designed specifically for first-year students.

Offering: **Host**

Grading: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT155F International Politics (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT155Z 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. parliamentarianism 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT157F Democracy and Dictatorship: Politics in the Contemporary World (FYS)**

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. parliamentarianism 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: **OPT**

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, SBS-QAC**

Identical With: **QAC201, PSYC280, NS&B280**

Prereq: **None**

#### **GOVT201Z 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, SBS-QAC**

Identical With: **QAC201Z, NS&B280Z, PSYC280Z**

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**

This course will provide a survey of several key public policies. It will begin with an exploration of the policy-making process and policy design. The remainder of the course will be devoted to the examination of several key public policy areas including criminal justice, education, social welfare, economic policy, and environmental protection regulation. By integrating theoretical literature with case studies of different policies written from a variety of perspectives, the course aims to develop analytical skills as well as 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: **None**

#### **GOVT210 Calderwood Seminar in Public Writing: Law, Courts, and Policymaking in the US**

In this course we will explore some of the most salient policy questions in contemporary American politics through a lens that puts law and courts at the center of inquiry. Among the topics we will cover are the place of judiciary in American democracy, hate speech and the First Amendment, criminal justice, immigration, surveillance, and privacy. In exploring these various topics, we will see how law is socially constructed by a myriad political, economic, and cultural forces, and how social phenomena are legally constructed as courts deliberate and decide on particular cases.

This is a writing-intensive course. Students will try their hand at public writing, working on op-eds, book reviews, and blog posts. They will read and edit each other's work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT220 From the Great Depression to the Great Recession: US Political Economy**

Following the tumult of the Great Depression and World War II, the United States entered a period of great prosperity—two decades that combined steady growth, low inflation and unemployment, growing household incomes, and reduced levels of income inequality. Yet, by the mid-1970s, the nation was mired in stagflation and subsequent decades brought a significant departure from the earlier mix of policy commitments. What many now describe as a 'golden age' was replaced by a period of stagnant wages, growing inequality, and heightened vulnerability to a host of risks. In this course, we explore the policies and institutions that emerged out of the New Deal, their subsequent erosion, and the factors that shape the options available to contemporary policymakers.

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. This class may also include an exit poll assignment where students help design, field, and analyze a poll conducted on Election Day.

Offering: **Host**

Grading: **OPT**

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 will provide historical context on the development of race and racial attitudes, and demonstrate the crucial role that they play in contemporary politics with a particular focus on immigration, criminal justice, welfare, and housing policy. The assigned readings will examine how the mere presence of underrepresented racial groups in the United States has shaped policies in these arenas, and the way these policies have, in turn, shaped the material circumstances and the burgeoning identities of these groups. The course will also uncover the complex relationship between race, political participation, and public opinion.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT250 Civil Rights and Liberties**

This course introduces students to the development of civil liberties and civil rights law in the United States. We will focus primarily on the decisions of the Supreme Court that concern the First Amendment (including religious freedom, freedom of speech and expression, and freedom of the press), privacy and personal liberty, equal protection, voting, and representation. In this course, students will learn about the evolution of major legal doctrines governing civil liberties and civil rights. Students will also develop an understanding of the process of Supreme Court decision-making.

Offering: **Host**

Grading: **OPT**

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**

#### **GOVT273 Environmental Politics in East Asia**

This is an upper-division course on the environmental politics of East Asia. It will focus on the major environmental issues of our time (pollution, conservation, energy, waste, environmental justice, etc.), and how East Asian countries are coping with them from both policy and politics perspectives. It will cover both transnational and international efforts, as well as national and local initiatives. The course will require that students 'do' environmental politics as well as study environmental politics through a civic engagement component.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS273, ENVS273**

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**

#### **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**

#### **GOVT277 Islamic Movements and Parties**

This course examines the diversity of movements and political parties that take Islam as a reference point, and situates these discussions within broader debates around religion and politics. Through a variety of cases spanning from the Middle East and North Africa to Southeast Asia, we will explore the rise and evolution of different types of Islamic movements, and discuss different modes of mobilization, organization and interaction with the state and with other social and political actors. We will examine why some groups form political parties, and how they navigate the tensions between the needs of the party and the mission



of the movement. We will consider how Islamic parties impact local and national politics, and in turn how they respond to shifting political terrains and challenges from within. The course will conclude with a reflection on 'post-Islamism' and Western attitudes towards Islamic movements.

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**

#### **GOVT278Z Nationalism**

Nationalism is a political movement advocating self-rule for a community that sees itself as having a common identity and shared historical fate. To different degrees, ethnicity, language, religion, and culture have been used to demarcate the nation's boundaries. There are some 6,000 nations in the world but only 200 states, so competition for self-rule can be fierce. This course introduces the main theorists of nationalism as a response to the rise of capitalism, and explores its complex relationship with liberalism, socialism, and democracy. Why does nationalism persist--even as capitalist globalization makes national economies more open and porous? We explore both state-level nationalism, which ranges from war and genocide to protectionist trade policy, and everyday or 'banal' nationalism, which expresses itself through food, music, and sport.

We start off with relatively familiar cases from the developed world--the US, Brexit, Northern Ireland, and Quebec, and the classic cases of France and Germany. We then look at decolonization in Africa and the genesis of genocide in Rwanda. The socialist world is represented by the multiethnic federations of the Soviet Union and Yugoslavia. We then look at nationalism in Japan and China, followed by the Arab world. Finally, we look at the role of the internet in the propagation of nationalism. Students will be expected to read all four assigned books before the start of the class, and will have to write a three- to four-page response paper on one of the books.

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: **OPT**

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**

#### **GOVT283 Human Rights: Contemporary Challenges**

This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL323**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **RL&L284**

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, GRST267**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CEAS**

Identical With: **CEAS206**

Prereq: **None**

**GOVT296 Japanese Politics**

This introductory course in Japanese politics 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 such as 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **CEAS296**

Prereq: **None**

**GOVT297 Chinese Politics**

This introductory course in Chinese politics begins with an overview of the Chinese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas such as 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: **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

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: **OPT**

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, ENVS304**

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**

**GOVT309 Contemporary Challenges in Latin American Politics**

Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **LAST307**

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**

**GOVT311Z 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.

No prior knowledge of U.S. foreign policy or international politics is assumed other than what might be gathered from keeping up with current events. PLEASE NOTE: Students will be expected to complete the readings before the start of the class on January 7.

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. 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**

**GOVT315 Policy and War through Film**

This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL315**

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**

**GOVT323 Refugees in World Politics**

The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee

flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL263**

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**

#### **GOVT326 Political Consulting for International Business**

This course is an applied course in political consulting skills for international business. It is designed for students who are directed toward a career in international business. Entry to the course requires a strong track record in prior involvement and or interest in international business. Emphasis will be placed on developing the most important political skills related to working in an international corporation. Learning will take place by applying what has been learned in real-life international business scenarios. The learning goals of this class are based on developing professional skill sets: problem solving abilities, consulting, team work, oral presentations, preparing functional memos, and working in professional environments. The course asks the class to function as a working committee of top executives trying to confront important international business challenges.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT327 Experiments in International Development**

Do policies designed to promote development around the world actually work? Do they sometimes produce effects we didn't expect? This seminar teaches the experimental method of social science research and applies it to these questions. Students will read examples of how social scientists have used

experiments to study international development---broadly defined---including foreign aid, conflict and violence, illicit finance, elections, climate cooperation, trafficking in persons, and migration. Over the course of the seminar, students will design and analyze their own experimental research project and will write either an academic research article or an impact evaluation policy report. The seminar is especially appropriate for sophomores or juniors who are considering summer research or writing a thesis in government, but relevant to any student considering a career in policy or social science.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT328 Explanations for The Long Peace Since 1945**

This course examines great power relations since 1945 through political, economic, legal, institutional and normative lenses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT329 International Political Economy**

How do domestic and international politics influence the economic relations between states, and vice-versa? This course considers the role that governments and institutions play in the movement of goods, money, and people across borders. Sometimes political actors can intervene to improve the efficiency or equity of international markets, but sometimes self-interest can give rise to worse outcomes. This course explores topics such as globalization, trade, monetary relations, international institutions, debt, foreign direct investment, development, international migration, and the environment. Emphasis will be on understanding current events, including the recent trade war and Brexit.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT330 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 skills.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Identical With: **CSPL330**

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**

Why do international organizations (IOs) exist? Do they shape outcomes in international politics? Who runs international organizations? This course considers the role that institutions have played in addressing global problems since World War II. Some argue their role is trivial, since there is no international police force that can constrain states' behaviors. Others argue their role is profound, as institutions help states to overcome important barriers to cooperation. And just as in domestic institutions, the rules of IOs represent some interests more than others, creating opportunities for controversy and contestation. We will apply these theories to understand several institutions governing economic stability, environmental sustainability, human rights, security affairs, and global development. At the conclusion of the course, students will be able to explain why these IOs exist, how well they work, and what challenges they face in the future.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

**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, Aquinas, Machiavelli, and others.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

**GOVT339 Contemporary Political Theory**

How shall we get along? This course examines some important 20th and 21st century theories of politics. Major issues include the role of reason and emotion in grounding the basic principles of our political lives, the conceptual foundations of liberal and civic republican democracy, and critiques of liberalism from communitarian, critical theory, and postmodern perspectives. We will explore what political theory can be today. 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: **A-F**

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**

#### **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**

#### **GOVT347 Political Freedom**

Is political freedom about doing what you want as long as you don't hurt anyone else? Is it about collectivizing power or actively participating in governance? Is freedom an inherently individual practice or a necessarily collaborative one?

A private or public matter? Does it depend upon rights or the transformation of social conditions? Does it emerge from political representation or direct democracy? Is capitalism the scene of human domination, human freedom...or both?

Is freedom a concept, a principle, or a practice? What is the relationship of political freedom to power, equality, and community? What is the relationship of social identity to freedom--is it emancipatory or imprisoning? Is freedom something we even desire, or do we experience it as a burden? What happens when Dr. King meets Karl Marx, when John Stuart Mill meets Kate Bornstein, when Cathy Cohen meets Milton Friedman?

In this course, we will pursue these kinds of questions through consideration of classics in Western political theory, contemporary writings, and some films. We will neither settle the question of what freedom is nor the question of how to produce it. However, we will deepen our appreciation of its importance and complexity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT348 Justice and Equality**

To what extent and in what ways does justice require that people have (roughly) equal life prospects? That issue has become increasingly urgent as inequality has increased rapidly during the last 40 years or so. Although inequality in the US has grown faster than in most other (already developed) countries, the increase in inequality is widespread. At the same time, at the global level there has been a reduction of inequality as economic growth has delivered hundreds of millions of people from deep poverty. This class will examine the relationship between equality and justice. Our principal concern will be to assess how, in what ways, and among whom justice requires equality, but we will also look at the dynamics of inequality--how inequality has developed historically, the factors explaining the recent surge of inequality within countries while equality of life prospects has lessened globally, how growing inequality may be affecting domestic politics, and the policies that could address the issue of equality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

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**

#### **GOVT350Z Law, Justice, and Democracy**

In this course, we will explore law from a political-sociological perspective, in relation to the historical, political, and cultural contexts within which it exists. In the first part of the course, we will address the question 'what is law?' by exploring a variety of theoretical approaches (Marxian, Weberian, and Durkheimian perspectives, legal formalism, legal realism, and critical legal studies). We will then move on to discussing the relationship between law and justice. In the third part of the course, we will talk about the politics of crime and punishment, exploring a number of key issues, including the birth of modern prison, rising incarceration rates in the US, the emergence of drug courts, and the politics of death penalty. In the fourth section, we will discuss the role courts play in constructing political and social reality. What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as 'legal problems' and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases. In the final section of the course, we will discuss law's place in the American system of government by exploring the evolving relationship between courts, the presidency, and Congress.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT352 Deception and Democracy**

What's the best way to tell if a politician is lying? According to the punchline of this old joke, you should simply determine whether their lips are moving. This course will undertake a more complex and nuanced analysis of political deception and democratic government. Is lying for political gain undemocratic? What ethical duties and obligations befall representatives and citizens within a democracy? Where do we draw the line between persuasion and deception? By examining the philosophical treatment and historical practice of political deception - from Plato's Myth of the Metals to Donald Trump's illusory trade deficit with Canada - we will broaden our understanding of various participatory, deliberative, and epistemic forms of democracy and their procedural and substantive commitments.

Offering: **Host**

Grading: **A-F**

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**

#### **GOVT357Z Saving the Republic: Lessons from Plato for our Time**

In this service-learning course, students will use video to launch discussions of election 2020 issues in class and throughout the Middletown community. Our jumping-off point is Plato's 'Republic.' More than 2,000 years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in 'Republic,' are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of 'Republic,' we will recreate the Athenian state online. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the Reacting to the Past curriculum. As members of a gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and record videos about the 'Republic' for the Russell Library in Middletown. Students will be assessed in six ways: 1. Content quizzes on 'The Republic,' 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class videos, 5. A short paper analyzing 'The Republic's' relevance for the United States, particularly the 2020 election, and 6. Short reflections on our partnership with the Russell Library. No previous experience in videography or theater are 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. This course will be taught remotely/online in a mostly asynchronous format.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL357Z**

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: **None**

#### **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**

#### **GOVT370 The Scope and Limits of U.S. Executive Power**

This course will analyze the executive powers wielded by the President of the United States. Throughout the course we will examine the history of social, political, and legal conflicts and compromise that has shaped the current scope and limits of presidential power. We will be discussing a variety of topics including executive orders, the president's war powers, executive privilege, clemency, and the veto power.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT371 Judicial Decision-Making**

This course examines the roles judges play in American politics, with a particular emphasis on judicial decision-making. Topics include, but are not limited to: theories of judicial decision-making, the selection of judges, judicial empathy, and constitutional interpretation. Throughout the course, we will engage in a multidisciplinary discussion about the craft of judging, with a focus on political science theory and empirics.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT372 Political Communication in Polarized Environments**

Polarization in American politics heightens the communication challenges for those seeking to persuade, whether they be public officials, scientists, or citizens. This seminar will provide an in depth look at the barriers to persuasive communication and information dissemination in the age of polarization and what (if anything) is effective in cutting through partisan predispositions.

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. Students will also engage in collaborative research projects aimed at understanding polarization in the context of the 2020 election. The goal is to share information from these research projects publicly in order to provide voters with information about elections in real time.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **GOVT377 American Political Thought**

This course will provide students with a thorough discussion of the main currents of American political thought. We will explore a selection of key texts and speeches that have helped to shape American political culture. Beginning with the Founders and ending with the contemporary era, we will cover moments of critical change between then and now. We focus on the intellectual battles of the past because, apart from being rewarding in themselves, they help us to think critically about contemporary politics. Accordingly, this course will emphasize how ideas give rise to individual identities, how they motivate political actors, and how they explain political outcomes.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **GOVT151 OR GOVT155 OR GOVT157**

#### **GOVT379 Access to Civil Justice**

In this course, students will explore contemporary issues related to the public's ability to access civil legal advice, legal representation, and 'justice' within our legal system. Students will be exposed to scholarship that highlights the difficulties the public faces when they have justice problems, including exclusion from the legal process, and lack of resources, awareness of rights, and faith in the justice system. The course will culminate with student-designed proposals to address an access-to-justice problem that they have identified.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Prereq: **None**

#### **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**

#### **GOVT382 Erosion of Democracy**

This seminar will explore the characteristics, causes, and consequences of 'democratic backsliding'--deterioration in the quality of democracy that may or may not lead to democratic breakdown. The seminar will cover debates about the meaning of democracy, democratic backsliding, and democratic breakdown; assess the strengths and weaknesses of expert-rating based indices of democratic quality (Polity, Freedom House, V-Dem, others); and critically review quantitative and qualitative cross-national studies of democratic backsliding. Case studies will include the United States and countries in Latin America.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **LAST382**

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**

#### **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 US presidential foreign policy decision-making, the fundamental aspects of good and poor judgment remain controversial. 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 simulations of foreign policy decision-making, with students taking on the roles of the major players.

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**

### **GOVT393 The Politics of Authenticity**

Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not 'true women,' 'real blacks,' or 'actual natives.' Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside--in gender, sexuality, experience, or culture--and how do we know which one is 'real'? Is it worth faulting politicians for hypocrisy if there is no such thing as a 'true self'? What becomes of certain emancipatory or justice claims--such as those coming from trans-politics or multiculturalism debates--without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

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 Human Rights Advocacy: Critical Assessment and Practical Engagement in Global Social Justice**

The core animating principles and practices of human rights are under threat. Will the global human rights movement be able to respond effectively? How could or should the movement advance the cause of global social justice most effectively? This seminar seeks to answer these questions by assessing global rights defense and social justice practice and by engaging in structured, self-critical human rights advocacy.

Among the issues considered in this seminar will be the following: What are the origins of the human rights movement? Has the movement been dominated by ideas from the West and elite organizations from the Global North? What

does it mean to be a human rights activist? What is the role of documentation, legal advocacy, and social media in human rights advocacy? What are the main challenges and dilemmas facing those engaged in rights promotion and defense?

Students will be required to write several short reflection papers. The final project will be an exercise in developing a human rights advocacy project or supervised engagement in actual human rights advocacy in conjunction with the University Network for Human Rights ([humanrightsnetwork.org](http://humanrightsnetwork.org)).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL316**

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 Crito**

We will read the Crito, one of Plato's dialogues that together with his Apology and the Phaedo constitute some of our major sources about Socrates' role in Athens, his trial and conviction to death, and his own approach to death and the good life. In the Crito Socrates addresses the essence of law, the limits of tolerance, and the very notion of civil disobedience. Throughout the semester our goal will be to explore these questions while working closely with the original text to increase steadily the facility and speed with which you read and enjoy Greek. We will also read a selection of scholarly articles.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

#### **GRK250 Body, Soul, and Afterlife Journeys in Ancient Greece (CLAC.50)**

The connection between body and soul and their journey in the afterlife were at the center of how the ancient Greeks thought not only of mortality but also of the good life itself. This CLAC course is connected to the Classical Civilization course titled 'Death and Afterlife in Egypt and Greece' that will be taught in the fall by Kate Birney. The parent course explores the archaeology of death and burial in Egypt and Greece. It examines how the funerary practices and the very notions of death, the soul, the body, and the afterlife operated in these societies by drawing upon diverse evidence--archaeological, art historical, and mythological.

In this CLAC course students with some background in ancient Greek will read selections of the surviving evidence on death and the afterlife. Sources will be drawn from diverse genres and periods: historiography, Homeric poetry, Platonic philosophy, and religious tablets. This diversity will offer a unique opportunity to identify different registers and to explore how language itself reflects and in turn shapes the ideas and practices for which it is used. We will thus be looking at: how different media and performances are used to express loss, hope, and heroism in the face of death; how social class, gender, and political ideology are reflected in these media and how they influence ideas about death and the afterlife; and, last, how we are to create adequate methodologies as 'readers' of such diverse evidence.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Greek.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **CGST250**

Prereq: **GRK102**

#### **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**

#### **GRK291 'Sexuality' in the Making: Gender, Law, and the Use of Pleasure in Ancient Greek Culture (CLAC.50)**

The parent course (CCIV 281/FGSS 281) examines the construction of gender roles in ancient Greece and approaches gender as an organizing principle of private and public life in ancient Greek society by using literary, scientific, historical, and philosophical sources as well as material evidence. Issues addressed include: 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 etc.); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties (symposia), the law court, and the theater.

The textual sources used in the course cover a spectrum of genres: medical texts, Homer, lyric poetry, tragedy, comedy, law-court speeches, and philosophy among others. In the CLAC connected to this course students with some background in ancient Greek will read selections from these genres and will be able to compare different discourses and registers in the original. In the past, even through brief lexical examples--e.g., pointing at the use of *ta Aphrodisia* (the things/matters related to Aphrodite) in a culture that has no one term/

concept for our notion of 'sexuality'--students were intrigued by how different terms and discursive media in the original may offer access to perspectives, visions, and values that differ from and can, in turn, inform our own. The CLAC will create an opportunity precisely for this kind of access and a better informed and nuanced conversation.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **CGST291**

Prereq: **GRK102**

#### **GRK355 Homer in Bronze Age Context**

Although written down in the 6th century B.C., the Homeric epics offer a literary narrative that captures echoes of a Bronze Age world in transition, an era of globalization reshaped by collapse, migration, and war. Empires fell and pirates plundered. This course recontextualizes the original Greek texts of the 'Iliad' and the 'Odyssey' in this space.

Reading sections of the 'Iliad' and the 'Odyssey' in the original Greek, this course introduces students to the literary and linguistic structures of Homer and contemporary Mediterranean texts. We will examine Homeric language and scholarly approaches to structure, narrative, and cultural concepts (kinship, blood sacrifice, piracy, honor) in the context of Bronze Age Indo-European texts, from Hittite historical annals and poems, to Mycenaean Linear B tablets (the earliest-known form of Greek), as well as inscriptions from Archaic-period Greece.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **GRK201**

#### **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**

#### **GRK424 Advanced Research Seminar, Undergraduate**

Advanced research tutorial; project 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 Beginning 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: **Amp Graded**

Credits: **1.50**

Gen Ed Area: **HA-CJST**

Prereq: **None**

## HEBR102 Beginning 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 Ring Family Wesleyan University Israeli Film Festival and accompanying Lunch and Learn meetings, 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: **Amp Graded**

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 cultural material is an important part of the course. Participation in the Ring Family Wesleyan University Israeli Film Festival and Lunch & Learn meetings is 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**

## HEBR413 From Black and White to Colors: Israeli Cinema (CLAC1.00)

This Hebrew course will be linked to the film course, taught in English, entitled CJST 249: From Black and White to Colors: Israeli Cinema, a Melting Pot Fragmented. This course is targeted towards heritage Hebrew speakers and students with very advanced knowledge of the Hebrew language. Students will mostly view the same films as the parent class, with special attention to the Hebrew language. We will analyze, discuss, and write on each of the films. In addition, students will be required to attend all the screenings in the Ring Family Wesleyan University Israeli Film Festival and to meet with native guest speakers during Lunch & Learn meetings. The focus of the course will be to map the cultural and social changes in Israeli society reflected in the transformation in format and themes of Israeli films. This course may be repeated for credit.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CJST**



Identical With: **CJST413, CGST413**

Prereq: **None**

#### **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**

## **HINDI-URDU LANGUAGE (HIUR)**

### **HIUR101 Introduction to Hindi-Urdu Language and Culture I**

This course is an introduction to the modern standard form of Hindi-Urdu, the most widely spoken language in South Asia, with its manifestation in deeply rooted cultural contexts. Students are introduced to both writing systems: the Devanagari script of Hindi and the Nastaliq script of Urdu. The basic grammatical structures are presented and reinforced, and students are also exposed to the cultural and historical context in which Hindi-Urdu has existed over several centuries. The course also draws from the modern medium of film (in particular recent Bollywood songs) to reinforce structures and vocabulary.

The goal of this course is to provide students with a solid foundation in Hindi-Urdu grammar and vocabulary, as well as the cultural awareness and practical experience necessary for basic, yet accurate and appropriate, communication in spoken and written Hindi-Urdu. This course is designed to develop students' ability in the four skills of language learning. Students will learn to confidently navigate a range of common social and 'survival' situations in Hindi-Urdu target cultures. Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

Core objectives include: the development of communicative and interactional abilities in Hindi-Urdu on familiar topics related to daily activities; the development of analytical competence (analysis of language, critical thinking, etc.) and learner autonomy through linguistic analysis and reflection; and the development of sociocultural/intercultural awareness governing language use according to the appropriate target cultural norms.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Prereq: **None**

### **HIUR102 Introduction to Hindi-Urdu Language and Culture II**

This course is a continuation of Introduction to Hindi-Urdu Language and Culture I. It offers a balanced treatment of speaking, listening comprehension, reading, writing skills, and desi culture. Through scaffolding techniques, students will reach their potential zone of proximal development (ZPD), which is Novice-High, from their current ZPD, which is Novice-Mid.

At the end of the course, students will be able to communicate short, culturally appropriate messages on highly predictable, everyday topics that affect them directly. They will be able to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Students will get level-appropriate knowledge of the target culture, which is an essential ingredient of the course. All the material and activities will be presented through contextualized material. Students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. They will be able to understand words and phrases from simple questions, statements, and high-frequency commands.

Upon completing this course, students will have mastered the core constructions of Hindi-Urdu grammar and a large body of vocabulary and cultural knowledge necessary for many real-world interactions with Hindi-Urdu speakers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Prereq: **None**

### **HIUR201 Intermediate Hindi-Urdu Language and Culture I**

This course is a continuation of Introduction to Hindi-Urdu Language and Culture II, which emphasizes written expression and texts in both Perso-Arabic and Devanagari script systems and familiarity with cultures of the South Asian diaspora. The goal of this course is to provide students with an opportunity to build upon their knowledge of the Hindi-Urdu language and culture and bring them up to the intermediate low/mid-level in all four skills: reading, writing, listening, and speaking.

At the end of this course, students will be able to successfully handle a limited number of uncomplicated communicative tasks in straightforward social situations. Students will be able to produce some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. Students will also be able to ask a few appropriate questions, creating and writing statements and formulating questions based on familiar material.

As listeners, students will be able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. They will develop accurate comprehension with highly familiar and predictable topics. Intermediate-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

As readers, students will be able to understand short, noncomplex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Prereq: **None**

### **HIUR202 Intermediate Hindi-Urdu Language and Culture II**

This course prepares students to achieve intermediate low-to-high level speaking, listening comprehension, reading, and writing skills. With a strong emphasis on achieving proficiency in spoken Hindi-Urdu, students are encouraged to speak Hindi-Urdu as much as possible, both in and outside of the classroom. Enrolled students are encouraged to form study groups that meet regularly outside of class to practice conversation in Hindi-Urdu and to learn nuances of the culture.

Students will work with a variety of web-based materials to learn songs; watch short film clips and advertisements; and read letters, dialogues, song lyrics, poems, and short stories in Hindi-Urdu. This course will introduce students to many aspects of Hindi-Urdu-speaking cultures through authentic language use, and students will also have the opportunity to participate in the Hindi-Urdu language learning community on campus.

Standard text, course materials prepared by the instructor, and authentic materials (contextualized in the target culture) available on the internet will be used with equal emphasis on spoken and written Hindi-Urdu. The structure and conversations will be prepared in a variety of authentic contexts of Hindi-Urdu. Students are also offered extensive exposure to spoken language emphasizing speaking and listening at normal speed with near-native pronunciation and intonation. By the end of this course, the students will be at the intermediate-high level of the ACTFL proficiency scale. At this level students are expected to converse comfortably in colloquial Hindi-Urdu on a wide variety of familiar subjects.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CGST**

Prereq: **None**

#### **HIUR492 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)**

### **HIST101F History and the Humanities (FYS)**

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 HIST101F without having to take HIST102F.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

### **HIST102F History and the Humanities II (FYS)**

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 HIST102F without having taken HIST101F.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

Prereq: **None**

### **HIST103F From Protest to Revolution: A Middle Eastern History (FYS)**

This seminar explores protests, rebellions, insurgencies, and revolutions that have shaped the history of the Middle East from the birth of the three monotheistic religions to this day. Why do people rebel? We will seek answers in the context of religion, ethnicity, language, and race in the long and political history of this wide-ranging human geography. The main focus will be the agency of those who strived for change and modes of resistance, finishing with the 21st-century activism in labor, LGBTQ+, student, journalist, academic, and political Islamic mobilizations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST109F With Bold Knife and Fork: An Introduction to Food History (FYS)**

This first-year seminar is an introduction to food history and food studies, two linked fields in which we ask how people have satisfied their appetites, and what their choices mean. This encompasses everything from the question of how agriculture began, to the question of what it meant to eat a Korean taco in Los Angeles in, say, 2014. Food history and food studies are vast fields, and in this seminar we will sample many versions of them. Because this seminar is designed for students just beginning college, it introduces a variety of academic approaches to food, from chronological analyses of how specific ingredients became important for specific populations, to the anthropological treatment of food and identity, to cultural histories informed by primary sources—that is, documents written by historical actors. We even read contemporary ‘food writing,’ including restaurant reviews, which are themselves historical documents of a sort. This course also has a strong chronological through-line, winding from the establishment of agriculture to the modernization and industrialization of global food ways.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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****HIST118F History of U.S Social Movements (FYS)**

This first year seminar course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Prereq: **None****HIST123F Cinema India: South Asia's Past on Film (FYS)**

This first year seminar course examines the relationship of film and history in India. We will focus on how filmmakers represent the past and, alternatively, how films inform historical memory--especially 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, including films produced by the Bombay/Mumbai ('Bollywood') film industry since the 1950s. We will also examine the rise of 'parallel' (or 'art') cinema. There will be one session reserved for evening screenings (Tuesdays) and two morning sessions per week (Mondays and Wednesdays). Feature films will range from classics like 'Mughal-e Azam' (1960) and 'Umraon Jaan' (1981), to lesser known works like 'Shatranj ke Khiladi' (1977) and 'Hazaaron Khwaishein Aisi' (2005). We will also probe the critical and box-office success of relatively recent blockbusters such as 'Lagaan' (2001), 'Jodhaa Akbar' (2008), 'Bajirao Mastani' (2015), and 'Padmaavat' (2018), comparing them to the disappointing performance of budget-busting period dramas like 'Thugs of Hindustan' (2018) and 'Manikarnika' (2019).

Offering: **Host**Grading: **OPT**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****HIST130F North American Borderlands (FYS)**

North American Borderlands explores the physical, social, political, cultural, and economic spaces that borders create and purport to divide. The course covers a long history and a wide variety of material - with subjects ranging from 17th-century contests between Algonquian peoples and Dutch traders along the saltwater frontier to the Gilded Age story of a Texas slave who reinvented himself as a Mexican millionaire, to the sulfur dioxide that blew up from U.S. power plants to fall as acid rain in Canada and sour relations between the two nations in the 1980s. By the end of the course, students will be able to recognize borderlands as distinctive spaces of conflict, exchange, dispossession, and opportunity.

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**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**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: **OPT**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**

#### **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**

#### **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**

Prereq: **None**

#### **HIST171 Introduction to History: History of U.S. Social Movements**

This Introduction to History course examines the long history of movements for social change in the United States from the 1830s to the 1970s. Movements we will explore will include abolitionism, women's rights, the black freedom struggle, modern feminism, and gay liberation. We will focus on the tactics used by social movements to achieve their goals, how social movements related to each other, how social movements changed over time, and how social movements interacted with the broader forces of American society, including politics, race, law, and religion. A major focus of this course will be how historians conduct research, use evidence, and write history. Students will be exposed to primary sources as well as selected secondary sources in the field.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

#### **HIST174 Introduction to History: European Reformations**

An introduction to history course, European Reformations will provide an introduction to the concepts and tools for reading, writing, and enjoying history by examining the ideas and people who developed the Protestant Reformation, one of the most explosive changes in world history that continues to reverberate and affect lives and politics today. Centering on the ideas and politics of the European Reformation age, we will examine thinkers and problems within Catholic Europe that led to the crisis of the Reformation from around 1500. A focus on the ideas and actions of figures such as Luther and Calvin and the religious martyrs of the 16th century will be central, but we will also examine Catholic responses and the changing political and legal ideas that the Reformation produced.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST175 Intro to History: Resistance and Revolution in the Atlantic World, 1500-1850**

The Atlantic Ocean created and destroyed empires. This course will explore those who fought against the expansion of imperial powers, including slaves who crossed the ocean involuntarily, Indigenous peoples defending their homelands, women who demanded equality, and pirates who constructed an alternative universe. The Atlantic revolutions (American, French, Haitian, and South American) set empires on fire and ushered in a new era of resistance to oppression.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

#### **HIST177 Introduction to History: Ireland's Troubled Past**

Ireland's history has been contested by its historians since the start of the 18th century. Was it a colony under the brutal occupation of a foreign power, its neighbor England; or was it an integral part of the United Kingdom with the rights and benefits of the other parts of the realm? The differences in how the island's past was viewed by its inhabitants would contribute to Ireland's partition in 1923 and the ongoing violence in Northern Ireland that lasted until 1999. This course will examine various sorts of primary historical sources from government documents produced by the island's elites to the song lyrics and oral history preserved by the island's people to understand their past. Lastly, we will examine

the attempt by Irish historians from both sides of the political divide to produce historical narratives to unite rather than divide the peoples of Ireland.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST180 Introduction to Japanese History: A Manga Artist's Life in 20th-Century Japan**

This course uses the four-volume autobiographical manga of Mizuki Shigeru (1922-2015) entitled 'Showa: A History of Japan' both to survey most of 20th-century Japanese history and to introduce some basic concepts and methods of historical inquiry. Mizuki is most famous for manga that depict supernatural figures--yokai--based on Japanese folk tales. One, 'GeGeGe no Kitaro,' became a wildly popular animated series (check it out on YouTube). We will use that four-volume series, together with various primary sources and other materials, to track the trajectory of 20th-century Japan from democracy to militarism back to democracy again in the lives of ordinary Japanese people.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS185**

Prereq: **None**

#### **HIST186 Introduction to History: The Raj (India and Britain)**

This course examines the history of the 'Raj,' India under British rule, from the 18th to the 20th century. We will explore how merchants from a remote island in western Europe managed to take control of the wealth and manpower of the Indian subcontinent; how Indians helped to build the Raj but gradually turned against it; and how in rebelling against the Raj, and reshaping it, Indians crafted new forms of social protest and political belonging.

This is an Introduction to History course intended especially for first- and second-year students who are interested in the past and, perhaps, are even (though not necessarily) contemplating the 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**

#### **HIST188 Introduction to History: Revolutionary Women**

'I do not think the war would have been won without the women.... Now women have to liberate themselves.' The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**



**HIST189 Introduction to History: History of the Present**

In this course we explore history as a critical endeavor. The aim is twofold: to reflect on the role history plays in making categories of contemporary debate appear inevitable, natural, or culturally necessary; to question underlying assumptions about the relationship between past and present that are so often taken for granted. We will examine both history's influence on politics and the politics of history as a discipline.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL189**

Prereq: **None**

**HIST190 Introduction to History: Environment**

Humans have profoundly altered the character of Earth's environment since the advent of agriculture and settled societies some 10,000 years ago. This course is a study of the historical relationship between human beings and their habitats, with additional attention to arid lands as places of settlement, cultivation, and development. We explore how global problems such as climate change, biodiversity attenuation, and depletion of fossil soils, fuels, and water are linked to social problems such as economic inequality, food insecurity, conflict, and declining public health. The course reviews evidence of major environmental problems; considers how varied academic disciplines address them; and models a historical approach to understanding environmental change.

In Fall 2020, the course will be organized around the interpretation of digitized primary sources, including online meetings, group work, and tutorials. On-campus students will participate in small-group discussions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS237**

Prereq: **None**

**HIST194Z Mellon Mays Summer Research 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.

This course may be repeated for credit.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST195 Mellon Mays Fall 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: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

**HIST196 Mellon Mays Spring 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**

Identical With: **RL&L203**

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.

This course will fall under the History/Social Justice track.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CLAS**

Identical With: **CCIV232**

Prereq: **None**

**HIST206 Classic Christian Texts**

This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-HIST**

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 War and Religion in Early America**

This course examines the intersection of war and religion in early America. Beginning with the first European settlements in North America and continuing through the Early Republic (1790s), this course asks students to explore how the religious identities of early Americans influenced their concepts of war and

violence. Students will be challenged to rethink the ways in which religious imperatives created and shaped violent conflict, and to investigate the varied ways in which religious women and men relied upon moral dogma to interpret war and violence. Finally, this course will also require students to reflect on how the early American experience informs our understanding of the relationship between war, violence, and religion in 21st-century America.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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 Empires, Slavery, and Revolution: Africa to 1800**

In this course we will examine the dynamic political and social histories of precolonial Africa. We will study the rise of kingdoms and empires such as Mali and Kongo, as well as revolutions in society from the technological development of iron production, to the emergence of trade networks, the development of ancient cities, the spread of religious healing and reform movements such as Cwezi spirit possession, and the role of gender in early African societies. Over the course of the semester we will also consider the impact of slavery and the first African encounters with Europeans. The methods for studying the early African past are interdisciplinary. You will have the opportunity to explore how ancient Africa has been imagined in the past by Africans and early Arabic and European observers, and how contemporary scholars write these histories. As we trace a history of early Africa in the world, we will consider several methods: the study of myths and oral traditions, linguistic and archaeological data, as well as ecological and archival records.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM217**

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 Authority and Resistance: France Since 1870**

Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little.

This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, 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, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities, and styles of authority and resistance. Times of emergency and crisis will 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; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the 'yellow vests' in 2018-2019.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L220**

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, ENVS211**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 Traditional China: Eco-civilization and Its Discontents**

This course introduces students to the history of China from ancient times to the middle of the Ming Dynasty circa 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. It is also a period when the natural environment was drastically transformed by agrarian civilizations and nomadic neighbors.

The course places concepts of sustainability in the center of the history of traditional China. We will draw on translations of Chinese literary texts including poetry, classical prose, and novels to explore the relationship between power and social inequities as we explore the everyday politics of agrarian civilizations through China's transformation from feudal ages to the imperial period. Did competing regimes/dynasties create a sustainable political and economic system? Did bureaucrats improve the well-being of the population and maintain the balance of the ecosystem? Or did they deplete natural resources to meet their short-term needs? How did Confucian, Legalist, Buddhist, and Daoist teachings alter the dynamics of production and consumption? To what extent did traditional Chinese philosophies promote the ethos of ecojustice?

Offering: **Host**Grading: **OPT**Credits: **1.00**Gen Ed Area: **SBS-HIST**Identical With: **CEAS223, ENVS223, WLIT224**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's Maritime Borderlands**

This course offers a perspective of East Asian history from the sea. Between the 17th and mid-20th centuries, port cities of Batavia, Canton, and Nagasaki, as well as the islands of Taiwan, Tsushima, and the Ryukyus, were situated at the crossroads of global trade networks and became sites of political contestation. Mariners, traders, and adventurers from different parts of the world converged on East Asia to profit from trade and military conflict. As a Chinese saying goes, 'The mountain is high, and the emperor is far away.' As the land-based empires on the Eurasian continent fade into the background, we begin to see the integral role of islands and port cities in shaping the economic and political order of the modern world.

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****HIST229 A Fair Country? Canadian Protests and Progress After 1900**

From hockey to healthcare, Canadians define themselves by debates over what makes a fair country. This class will explore Canada's 20th century as episodes of resistance in the service of greater equality. From labor movements to protests against (and participation in) global conflict; from women's rights and the welfare state to social justice and environmentalism; from French nationalism and Quebec separatism to the Quiet Revolution and domestic terrorism; from racism to Indigenous resilience. Looming in the background is the American leviathan, a constant threat to Canadian social and political culture but also a foil against which the country can measure itself.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST230 Constantinople: A Digital Archaeology of Medieval Rome**

Constantinople was founded as New Rome by Emperor Constantine the Great in 330. From there, its history is that of the heart of the medieval Roman (Byzantine) Empire, which lasted until 1453, when it was succeeded by the Ottoman Empire and the city was called Istanbul. Now, we're making medieval Constantinople come alive again with an interactive map-based digital encyclopedia. In this course—which requires no previous background in history—students will be introduced to the history of Constantinople and medieval Rome. Then, after exploring the textual and material relics of this medieval metropolis, students will pursue their own research interests by collaborating on a public digital database (<https://arcg.is/0e4Lb4>). At the end of the course, students will draw from this database to craft their own histories, applying both imagination and analysis into believable and reliable stories that convey the diversities and paradoxes of life in The City.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL295, 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: **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**

#### **HIST233 LGBT History in the United States: 1940-Present**

The emergence of a distinctive sexual minority in the United States following World War II had a tremendous impact on the society and culture of the modern United States. The push for LGBT recognition, rights, and acceptance intersected with larger discourses of race, sexuality, and class. This course will survey the

history of sexual and gender minority communities in the United States from the emergence of the homophile movement through the movement for the legalization of same-sex marriage.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **FGSS253**

Prereq: **None**

#### **HIST234 The Making of the Modern Middle East**

This course explores the modern history of the Middle East, from North Africa to Turkey to the Arabian peninsula, in order to provide students with a robust background in the making of each component of the historical Middle Eastern society, state, community, and individual. We begin with the Islamization of the region and move through various state formations, including the Ottoman Empire. The long 19th century of intense imperial modernization and nationalism sets the stage for the collapse of the Ottoman Empire, independence, and European colonialism in the region. The course finishes with the post-Ottoman national and post-colonial states in the Cold War and post-Cold era, tackling themes such as regional conflict, Islamism and mass politics, and military interventions.

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**

#### **HIST237 Making New Worlds: Encounters in Early North America**

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, RL&L237**

Prereq: **None**

#### **HIST238 Liberty and Loyalty: 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, Indigenous 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 Indigenous 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 Indigenous 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L238**

Prereq: **None**

#### **HIST239 The Long 19th Century in the United States**

This course will introduce students to important themes in the history of the United States during the 'long' 19th century, from the early Republic to World War I, during a period of rapid displacement, settlement, and migration. Themes include continental expansion and US imperialism, the creation of new markets, the development of agriculture and industry, slavery and its abolition, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of democracy, community, and nationhood through diverse expressions of support, dissent, protest, and reform.

In Fall 2020, the course will be organized around the interpretation of digitized primary sources, including online lectures, group work, and tutorials. On-campus students will participate in small-group discussions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST239Z The Long 19th Century**

Please note: Some readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- <http://www.wesleyan.edu/wintersession>.

In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation's burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

The Long 19th Century explores the history of the United States from the Early Republic to the Progressive Era (1787 to 1913), as an array of different groups and competing interests attempted answers to those questions. The period witnessed an incredible expansion of the United States from one of several imperial claimants in North America to the dominant power on the continent. Simultaneous to this expansion in geographic scope, the 19th century saw a shift in the scale of governance from a limited government to a powerful federal state that abolished property rights in slavery and intervened in struggles between

labor and capital. In following that expansion and shift, this course explains the evolution of the modern United States.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST240 The United States Since 1901**

'I am certain that history has equipped modern American liberalism with the ideas and the knowledge to construct a society where men will be both free and happy.' - Arthur M. Schlesinger Jr., January 1949

This 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, foreign relations, war, intellectual trends, ethnic and racial relations, and other topics will also 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. Although intellectuals hostile to the New Deal and liberalism emerged in the 1930s and 1940s, as time passed, conservative ideas and organizations acquired increasing influence, ultimately conquering the Republican Party and changing the Democratic Party as well. Thus, political divisions that emerged in the 1890s continue to this day.

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 material culture, visual sources, primary texts, and articles, this course will give students a solid understanding of World History from the 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**

### **HIST243 How to Make History, or the Art of History: Past, Present, & Future**

History is one of the oldest of intellectual endeavors and through its many transitions and versions around the world it is unified generally by its literary and artistic character as much as by its research intensity. It is a study of finding out but also always about the telling. With the development of professional historiography in the 19th century, the imaginative and creative aspects of making history have been spoken about less, but they have remained crucial parts of history's success. Today especially, it is important to understand the versions of history-making that have existed and the possibilities for students and other historians to make well-shaped, moving, decisive history. The course will examine the history of history-making, looking through its long history around the world to understand historiographical developments but also to give ourselves examples now for ways of writing history more effectively. The course will pay unusual attention to the possibilities of making history today, not only in the academy, but in fiction, in film, on television--everywhere that history is, in fact, made.

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 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 selections from a range of authors--Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea and many others--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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL247, CCIV118**

Prereq: **None**

### **HIST248 Beyond the Vote: Race and American Democracy**

The ideals of civic equality enshrined in the Declaration of Independence and the Fourteenth Amendment have rarely applied to African Americans. Yet African Americans continue to challenge the United States to live up to its own ideals of civic equality. This course will explore the ways in which African Americans and the issue of race have shaped the twin concepts of American democracy and American citizenship from the U.S. Constitution to the present.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM258**

Prereq: **None**

### **HIST249 History of the End**

How will it end? Scientific/political hubris, a nuclear event, an asteroid, environmental disaster, overpopulation, resource scarcity, commodity price spikes, riots, social chaos, social control? This course 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. In spite of its orientation toward fictional scenarios, this is primarily a course about postwar American environmental and political thought, and the ways these inflect or are inflected by fantasy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

#### **HIST255 The Vikings and the Viking Age, 700-1066**

The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST255**

Prereq: **None**

#### **HIST256 Japan and the Atomic Bomb: History, Myths, and Mysteries**

Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to 'Truman's decision' to drop the bomb, the idea that these bombings conclusively brought an end to World

War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **CEAS226, SISP257**

Prereq: **None**

#### **HIST257 From Chocolate to Coca: Commodities and the Making of Latin America**

Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST218**

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**

**HIST261 Enlightenment and Science**

This course will examine the positive and negative ways that 21st-century science and technology have been impacted by the Enlightenment. In this earlier time, without government or private sources of funding for science, the emphasis on immediate outcomes became common. Practitioners of science often had to be showmen to attract attention in order to get funding. Through the study of contemporary news articles, this class will also consider such ethical choices, many of them to do with resource allocation, that we are facing in science, medicine, and technology today.

It has been assumed that the modern age was drawn from the scientific method and the scientific advances of the Enlightenment. It was Émilie du Châtelet and Voltaire, both strong supporters of Isaac Newton, who, in the mid-18th century, chose the rational, scientific method as the marker of their intellectual age, the Enlightenment. This choice was adopted by their intellectual cohort, and in turn it was slowly accepted as the standard by European society overall. Thus Enlightenment science did not only lead to modern, 21st-century science, it also directly shaped modern attitudes toward the proper running of society and this continues until today. Yet, little work has been done on what it means to organize a society along scientific principles, especially given that this represented a sharp shift away from traditional decision-making on the state level, and a move towards secularization. How did this new, rational approach shift the priorities of European societies, particularly in terms of the distribution of resources?

In the 18th century, there was also a desire by educated readers who were not themselves practicing science to learn more about both the history of science and contemporary scientific discoveries. In this century, emerging modern science was relatively open to new types of people, not just new ideas. During the Enlightenment, science and technology were being advanced by artisans as well as privileged practitioners of science. Talented young men from less privileged backgrounds were, for the first time, slowly able to gain access to the major scientific circles during the Enlightenment. A surprising number of women (in a time when women had virtually no legal rights apart from their male relatives) were also active in scientific circles, perhaps most notably Margaret Cavendish, Émilie du Châtelet, and Caroline Herschel. Women were also the organizers of the intellectual salons in Paris and the political salons in London. In both cases, science was discussed as a normal topic of discussion, not just a subject for specialists. However, the professionalization and specialization of the sciences in the 19th century led to mixed results—it certainly allowed for a substantial increase in the scale of modern scientific work. Nevertheless, it also led to a less open attitude toward those not trained as scientists in the newly established manner. It also resulted in the end of educated people outside of the sciences considering science to be an area that they should know in order to be proper citizens, not just intellectuals.

For centuries it was assumed that the modern age was drawn from the scientific advances of the European Enlightenment in the 18th century. Then, in the last few decades, many scholars started to attack what has been called the Enlightenment Project with its wholesale emphasis on science and rationality. Others have found that there were also valuable nonscientific achievements in Europe during the Enlightenment. However, there is a need to bring the scientific method and the technological advances of the 18th century back into the conversation about the science of that time and then of our own time. Given that we now live in an age both bettered and dominated by science and technology, it is of paramount importance to understand the origins of modern science and technology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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: **ENV5264**

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**

Identical With: **MDST268**

Prereq: **None**

#### **HIST269 Modern Britain: From Empire to Quagmire, 1688-Present**

This course provides a foundational survey of British history from the Revolution of 1688-89 through the upheavals of the late 20th century. It offers a chance to understand the contemporary issues in Britain from the 17th to the 21st centuries by using a variety of primary sources (textual, visual, material) from the period. This course seeks to help students improve their ability to research and create coherent and persuasive written arguments.

Offering: **Host**

Grading: **A-F**

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**

#### **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**

#### **HIST281 Global Economy: Germany and the World in an Age of Extremes, 1870-1957 (CLAC.50)**

This Center for Global Studies discussion course explores the experience of globalization in the German-speaking world from the war of German unification in 1870 to the emergence of the European Community in 1957. It will analyze German imperialism and overseas investment before 1914; the deglobalization of the German economy in the First World War; the problem of reparations and other economic challenges faced by the Weimar Republic; and the impact of global protectionism and the Great Depression, the economic forces allowing the rise of Hitler, the economics of war, and the Nazi 'New Order.' We will explore the reasons for the ultimate failure of the German war effort and the country's catastrophic destruction and defeat in 1945, as well as Germany's postwar division and occupation as well as the gradual reconstruction and reintegration of the West German economy into a European and global division of labor beginning with the Bizone Agreement and GATT (1947), the Marshall Plan (1948), and the London German External Debt Agreement (1953), culminating in the Treaty of Rome (1957) creating the European Economic Community. The course will be using select German-language historical primary sources to explore this topic, supported by short secondary source narratives in both German and English pitched to intermediate to advanced German speakers/readers. Unlike the parent History lecture class (HIST 280: The Origins of Global Capitalism, 1800-present), this is a discussion course aimed at expanding vocabulary and practicing fluent discussions in the fields of history, politics, and economics.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **CGST281, GRST350**

Prereq: **GRST213**

#### **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 South Asia**

This course examines the history of South Asia with a focus on India and Pakistan since the 1940s. The approach will combine a chronological survey with investigations of key themes, including nationalism, war, partition, foreign policy, democracy, development, subaltern insurgency, gender and sexuality, religion, and caste and class. We will also examine the lives and legacies of Gandhi, Jinnah, Nehru, Ambedkar, and Savarkar.

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**

The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **SISP287**

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**

### **HIST291 Gender and History: Women Working, the U.S., and Global Capitalism Since 1900 (FGSS Gateway)**

This seminar will introduce first- and second-year students to the history of gender, sexuality, and women's paid work in the context of the U.S. and global capitalism since 1900. In this perspective, 'U.S.' does not denote only the bordered United States, but also a political, economic, and cultural hub for currents of transnational capital and labor. While women have always worked, ideas about 'woman's work' shift across race, class, region, and time. Feminist historians have studied gender roles, work, and labor activism, yet recent histories of capitalism too often ignore women's history, gender analysis, and sexualities. Readings will include histories of women in various parts of the world, where they often labored for U.S. enterprises. We will discuss influential theories in the field of gender and sexuality studies and how they apply to the writing of such history. All students interested in gender as a category of historical analysis for their scholarly work in any field, as well as prospective history and feminist, gender, and sexuality studies majors, will benefit from this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

### **HIST293Z 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 indigenous 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 Past Present: A Calderwood Seminar on Public Writing in History**

What is the nature of history as a form of knowledge? How do historians engage with the past? What is the relationship between history and literature, fact and fiction? Students will grapple with these and related questions through a range of media--including articles, books, film, public lectures, and interviews--addressing fields as diverse as global maritime history, temporality, microhistory, historical biography, oral history, memoir, and the historical imagination. In addition to learning about what it is historians actually do (and how they think about what they do), students will compile a portfolio of 'public writing' that includes op-eds, book reviews, film reviews, summary distillations, and intellectual profiles. Weekly writing assignments will benefit from detailed peer editing and collaborative in-class workshoping. Over the semester, students will learn how to craft scholarly insights and arguments about history in jargon-free prose for an interested, educated public.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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 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, MDST308**

Prereq: **None**

#### **HIST305 Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors**

From the end of the 18th to the beginning of the 21st century, the territories of Central and Eastern Europe were transformed from imperial borderlands with religiously and ethnically diverse populations into homogenous nation-states. This course will examine the processes that remade these borderlands, along with the changing relations between the various ethnic and religious communities that dwelled within them. Students will consider examples of both peaceful coexistence and violent conflict among these populations, as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, socialism, and fascism on these regions. Throughout the course, students will consider especially the history of Jewish, Muslim, and Romani minorities in light of major themes.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST306 We Were Eight Years in Power: Reconstruction and the Politics of Black Inequality**

We Were Eight Years in Power examines the crucible of American democracy by looking at the struggle of African American rights following the Civil War.

Debates in the period on the rights of African Americans continue to structure American ideas of race and citizenship to the present day. The foundations of American racial animus and systemic racism date to Reconstruction. We will explore both the periods of Reconstruction (1863-1877) and Redemption (1877-1910), its dark successor that saw the establishment of Jim Crow. We will discuss readings on the promise of interracial rule, Reconstruction in the north, the violent overthrow of racial equality, and the establishment of the color line in American law.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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, ENVS307**

Prereq: **None**

### **HIST308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America**

This course examines the history of American evangelicalism, seeking to understand the nature of its support for the presidency of Donald Trump. Beginning with a brief overview of religion in the colonial and revolutionary eras, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped 21st-century evangelicalism, and reflect on how the movement's view of American history contributes to its own sense of identity and purpose.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST309 The Idea of Nature: Theory and Practice**

What is nature, that our minds are so full of it? Aristotle, the first naturalist in European intellectual history, called it an inner principle of change, and wove his observations of the natural world into the fabric of his philosophy; Darwin inherited a millennia-old tradition of thinking about change in nature and

produced the theory of evolution we live with today. This seminar charts the long history of the idea of nature in European thought, moving between the histories of philosophy and what was once called 'natural philosophy' and is now called 'science.' Along the way, we will meet the constituent parts of living 'nature': animals (what are they, anyway? And are we them?), plants, and then, with the advent of microscopy, the cell itself. This course also explores the cultural life of the idea of nature, by devoting substantial time to a specific case study: the natural history museum, a creation of the Victorian period that has, for more than a hundred years, offered many people their first glimpse of the idea that nature is the kind of thing that has a meaningful past, and possibly a future as well. How did natural history museums explore evolutionary theory for the general public? How did they expand people's sense of time, and of the variety of species in nature? How did they court, and deal with, political and religious controversy? And how were they sometimes the beneficiaries of, and complicit in, the political and intellectual project of colonialism? We explore all these questions. Readings include Aristotle, Hans Blumenberg, Georges Canguilhem, Charles Darwin, Sigmund Freud, Pierre Hadot, Donna Haraway, Ursula LeGuin, Harriet Ritvo, Sophia Roosth, and Steven Shapin.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM276**

Prereq: **None**

### **HIST311 Ethnicity and Religion in the Middle East and the Balkans**

Starting with Benedict Anderson's 'Imagined Communities,' this course examines the transition from religious to ethnic identities in the lands of the former Ottoman Empire. To what degree do religious identities continue to shape ethnic ones? What is the role of political elites in transforming identities in the region and how do they seek to create mass movements based on the social memories of their communities? This course will examine both official historiography and folk memory of the past in an effort to understand continuing ethnic and religious tensions in the Balkans and Middle East.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST313 Schemers and Redeemers: Capitalism and Religion in the Early Republic**

This course examines the intersection of two of the most significant themes in American history: capitalism and religion. Beginning with the Early Republic (1790s) and continuing through the mid-19th century, this course asks students to explore how Americans used their religious identities to negotiate and shape market activity and institutions. Students will be challenged to rethink the ways in which economic imperatives drive economic decisions, and to investigate the varied ways in which religious women and men resolved tensions between gender, class, slavery, moral dogma, and market imperatives. Finally, this course will also require students to reflect on how the 19th-century American experience informs our understanding of the relationship between capitalism and religion in 21st-century America.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST314 Environmentalism in a Global Age**

Over the second half of the 20th century, popular movements in the United States and around the world achieved landmark protections for the environment. Yet in that same period, accelerating globalization and the emergence of transnational environmental issues like acid rain threatened to undercut the effectiveness of national laws and regulations. This seminar investigates how environmental activists have responded to a range of challenges in the global age, from economic development and species conservation to population growth and Malthusian family planning campaigns. As those two examples suggest, environmentalists have engaged with key developments in the modern world, in sometimes 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 with regards to climate change.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **ENVS314**

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**

The 'Great Game' was first popularized by Rudyard Kipling in his classic novel 'Kim' (1901), where it referred to spycraft in the service of empire. The term gradually came to refer to the struggle for 'mastery' of Asia during the 19th century, mainly between the British and Russian Empires. Nowhere were

the effects of this imperial rivalry more pronounced than in Pakistan and Afghanistan. More recently the term has been applied to grand strategy, global geopolitics, and espionage, more broadly in scenarios as wide-ranging as Cold War 'containment,' the global 'War on Terror,' the current US 'pivot' to Asia, and China's 'One Belt One Road' policy.

This seminar will examine the history of the Great Game--as both spycraft and imperial/great power rivalry--and its wider geopolitical reverberations. We will also examine an array of Great Game manifestations in popular culture. Readings will combine historical narrative and analysis with film, literature, art, and (yes) gaming.

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **ENVS318, REES318**

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**

### **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**

#### **HIST324 Homelands: Indigenous Worlds in North America**

This class will investigate the story of Indigenous peoples 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 Indigenous 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 Indigenous 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

#### **HIST325 Fugitives and Freedman: The Politics of Slavery in the Civil War Era**

The actions of fugitive slaves and newly-freed people turned the crisis of American union into a war for emancipation. Questions of slavery's expansion, permanence, and end dominated the political discourse of the United States from 1848 through 1877. This course will examine the ways in which political actors, especially African Americans, kept the twin issues of slavery and emancipation in the public sphere to restructure American society in the middle of the 19th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM335**

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 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena**

Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena--a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire--to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with 'The Alexiad' through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL350, MDST350**

Prereq: **None**

### **HIST329 Race Discourse in the Americas**

This course examines the belief system of race as it intersects with contemporary social and political concerns. These include: gender, sexuality, AI and technology, animal studies, Obama and black politics, mass incarceration, and questions of environmental sustainability. Moving beyond the national borders of the United States, the class will also explore the functioning of race in South Africa as well as conduct a comparative inquiry of the idea of caste that has been used to analyze the social structure of several South Asian societies. The course seeks to understand the transformations and persistence of racial hierarchy as a constitutive element of our present global order.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Prereq: **None**

### **HIST333 Appeasement and the Origins of the Second World War**

In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **RL&L333**

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**

### **HIST336 Development**

This course is a history of economic development, understood as a series of ideas about how countries progress toward greater prosperity, higher standards of living, and greater quality of life. We will question the origins of these ideas during the colonial period and after World War II; discuss liberal, socialist, and imperial variations on a theme; and pay special attention to modernization, technical assistance, the Green Revolution, and the role of international organizations in shaping the world order. The course draws on recent histories of human rights, empire, and liberalism, and surveys feminist and environmentalist critiques to development approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

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 60 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; of animals, 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, Michel Foucault, Hayden White, Frank Ankersmit, Nancy Partner, Joan Scott, Reinhart Koselleck and Gabrielle Spiegel.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **COL328**

Prereq: **None**

### **HIST341 Body Histories in Africa**

African bodies have long generated intrigue and misunderstanding. Outside observers, such as missionaries, travelers, colonial administrators, and anthropologists, have documented practices such as scarification and spirit possession as they simultaneously rendered their African practitioners 'other.'

All too often the body as an instrument for creative expression, ritual healing, or social action was lost in translation. More recently Western feminists have focused their attentions on female circumcision. The persistence of circumcision (for both girls and boys) and other bodily practices speaks to their enduring social value and symbolic meaning. What can we learned from these and other body histories in Africa? In this course we will examine embodied rituals such as spirit possession, which marks the body as a site for human engagement with the supernatural. The widespread practice is also a gendered technique of healing documenting shifting understandings of health and illness. In addition, we will study the practice of 'sitting on a man' by which women addressed the body politic through dance and collective nudity. The revealed body in motion shamed men into action and has been employed in the 21st century to shame oil companies for their greed and environmental destruction. In this and other examples, we will approach the body as an archive: it is an archive in motion and subject to social renewal. Our embodied evidence will allow us to explore shifting histories of religion, art, sexuality, the economy, and politics from the precolonial era to the contemporary moment. By taking the body as our lens we will also learn new ways to examine the African past through histories of aesthetics, value, labor, hierarchy, and knowledge production.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM349**

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**

#### **HIST345 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s**

This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's 'Civilisation' and 'Monty Python's Flying Circus' (both 1969) to Jacob Bronowski's 'The Ascent of Man' (1973) and Alistair Cooke's 'America' (1972), John Kenneth Galbraith's 'The Age of Uncertainty' (1977), and David Attenborough's 'Life on Earth' (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up

to today. This course satisfies requirements for the 'Visual and Material Culture' module in history and major requirements for the Science in Society Program.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM353, SISP352**

Prereq: **None**

#### **HIST348 Urban Histories of Latin America**

Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the everyday experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST348**

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**

**HIST352 The Communist Experience in the Soviet Union (CLAC.50)**

Like the parent course, HIST353: The Communist Experience in the 20th Century, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Identical With: **CGST352, REES352**

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**

**HIST353Z 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: **REES353Z**

Prereq: **None**

**HIST355 The 1918 Influenza Pandemic: A Research Seminar**

This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **SISP355**

Prereq: **None**

**HIST356 Between Worlds: Change and Continuity in Early Latin America**

The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM229, LAST229**

Prereq: **None**

**HIST357 Regulators: The Administrative State in Modern America**

How much arsenic is permissible in drinking water? Should financial firms be required to hold on to some of the risky securities they issue? Can a company sell a jar of peanut butter that contains only 90% peanuts? In the modern United States, the answers to these questions are determined by the administrative state - a collection of dozens of regulatory agencies, bureaus, and commissions comprising millions of officials and staff. Historians, political scientists, and other scholars have long recognized the administrative state as an important site of governance. But unlike Congress, the courts, or the Presidency, most of us have little idea about what exactly the administrative state does, much less how these regulatory bodies came to have so much power and responsibility. EPA G-Men



banging down doors in Springfield might get a laugh on 'The Simpsons,' but why do EPA special agents carry guns?

This course approaches the making of the administrative state as a central component in the history of the modern United States. The seminar begins in the late 19th century, when elected officials created commissions of experts in an attempt to govern an increasingly complex economy, and continues through the 20th century, with its bursts of new state authorities and responsibilities, before concluding in the present, asking what a long history of the administrative state can teach us about contemporary policy. To understand the context in which the administrative state emerged and evolved, we cast a wide net. Among other subjects, students will consider popular movements for environmental protection and worker safety, intellectual transformations in understandings of risk and public welfare, political fights over the scale and scope of the government, and biographies of regulators and the powerful institutions that they make up. Readings include classic texts and new scholarship across different disciplines, alongside contemporary journalism and novel approaches like podcasts - returning throughout the semester to the question of how we can tell an engaging and vital history of the administrative state. Toward that end, students will also explore a variety of different primary source materials throughout the semester before embarking on their own original research projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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 explores the ethical and public dimensions of history; Part II focuses on key schools of historical thought; Part III examines historical interpretation and primary sources; and Part IV samples varieties of evidence.

This course should be taken in the student's 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**

#### **HIST368 Postcolonial Paradox: History and Theory in the Global South**

This seminar examines postcolonial theory in history, particularly in the wake of Edward Said's classic 1978 text, 'Orientalism,' and the historiographical intervention known as 'Subaltern Studies' (which flourished in the 1980s and '90s). The paradox invoked in the title is both historical and historiographical. At one level it refers to the persistence of colonial practices, ideologies, and regimes of thought (or 'epistemes') in the decolonized world; at another level it signals the critique by intellectuals, both within and beyond the 'global south,' of the forms of knowledge--especially history--that sustained European imperialism and colonialism. Students will explore how philosophically and theoretically inclined historians from the global south and beyond have wrestled with the double-bind of postcolonialism, beginning with historians in South Asia but extending to Africa, the Middle East, Southeast Asia, Oceania, and Latin America--and even the 'global north.'

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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**

### **HIST373 Language and Power in Latin America**

What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From indigenous polities, to the imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region.

The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of

language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of indigenous peoples as social and political actors in contemporary Latin America.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **LAST373**

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**

### **HIST376 Travel and Communication in Europe**

This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **MDST376**

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: **RL&L377**

Prereq: **None**

#### **HIST379 The Fire Next Time: The Modern Black Freedom Struggle**

The Fire Next Time explores the spectrum of African American politics in the mid-20th century United States. It will examine not only the nonviolent social movement against the Jim Crow South but will scrutinize expanding notions of black militancy against racial oppression in modern America. We will complete and discuss readings on the 'short' and 'long' civil rights movements; the position of women in movements for black equality; the leadership of Martin Luther King, Jr. and Malcolm X; the work of civil rights activists in the urban North; and the movement for Black Power. This course seeks to provide students with an understanding of the major themes and contexts of the most important social movement of the 20th-century United States.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **AFAM379**

Prereq: **None**

#### **HIST380 Labor and Religion in American History**

Although American workers historically have been more likely to hold religious beliefs and to be tied to religious institutions than have workers in France, Germany, England, and Italy, studies of American religion and studies of American labor alike generally have discounted this salient factor. Fortunately, the situation has begun to change.

In this seminar we will discuss the religious beliefs of American slaves, the social gospel movement, Christian socialism, Martin Luther King's and Cesar Chavez's work with unions, secular Jewish union militants, American workers' outlooks, Catholic labor priests, and the policies of conservative Christian employers. Readings highlight path-breaking scholarship in these areas.

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, ENVS381**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **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**

Identical With: **RL&L383**

Prereq: **None**

#### **HIST384 Critical Approaches to the History of Disease and Epidemics**

Epidemic disease is as much a part of the human condition as earthquakes, droughts, floods, heat waves and other natural hazards that can result in disaster. This course will examine four cases of epidemic disease: (tentatively) cholera, tuberculosis, and AIDS. While we will definitely be asking the classic historical question 'what happened and how?' we also will be considering how different epistemological frameworks, metaphorical strategies, and historiographical assumptions have shaped past historians' understandings of these events, while exploring alternative approaches. Students will write a research paper as a final project on an epidemic disease of their choice using an approach that helps explore some little-examined dimension of that disease. Choices will not be limited to diseases caused by microorganisms, but also can include cancer, diabetes, and other diseases that arguably have reached epidemic proportions, whether past or present.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**  
 Identical With: **SISP384**  
 Prereq: **None**

#### **HIST386 China as Scientific Powerhouse**

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**

#### **HIST389 Connecticut's Industrial Heritage**

The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's historically chief industries, industrialists, inventions, workforce, and remaining factory sites. Professor Caplan brings his experience as a Historical Architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL390**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

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: **SISP393**

Prereq: **None**

#### **HIST394 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: **SBS-HIST**

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**

#### **HIST395Z '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: **REES344Z, RELI393Z**

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, ENVS399, 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: **BMO**  
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: **1.50**

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: **BMO**

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**

#### **ITAL220 Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning (CLAC.50)**

In the past two decades, crowdfunding and renewed interest in games (board games, role-playing games, digital games, and instructional games) have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, including second-language acquisition. In an effort to explore how a game-informed pedagogy can work in Italian language and culture classrooms and to highlight analog gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of Game-Based Learning (GBL) applied to second-language acquisition, as well as present a selection of classroom projects informed by its principles.

'Italian Gaming Lab' is designed as a project-based Italian language laboratory that will focus on why and how analog games can be effective tools for language learning; examples will include board games and role-playing games. Participants will discuss the application of gaming principles to second-language/L2 acquisition and either adapt existing games for language learning or create brand new educational games. The course offers students the opportunity to use language creatively and to develop critical knowledge within the rising and innovative field of Game-Based Learning.

The course will be conducted in Italian, and games will be created in Italian. Both intermediate/advanced learners of Italian (second-year level or above) and native speakers are welcome. If you are unsure about 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-RLAN**

Identical With: **CGST220**

Prereq: **ITAL102**

#### **ITAL221 Culture, Society, and History in Italy**

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 Ruin and Redemption: Narrating Twentieth-Century Italy**

When fugitive far-left terrorist Cesare Battisti was extradited to Italy in January 2019 to serve out a life sentence for crimes committed in the late 1970s, he provided fresh evidence for the way that 20th-century events still cast long shadows into contemporary Italy. The events, their narration and re-narration over time tell the story of unresolved conflicts and overturned verdicts in a context characterized by repression, revisionism, and rehabilitation. In this course we study three historical events of the past century that continue to haunt contemporary Italian society, culture, and politics: fascism; civil war and resistance; and the political violence of terrorism in the 1970s and 80s. We approach these events by examining the ever-changing narratives about them. For each narrative we focus on specific issues (e.g., for fascism: the rise of

fascism, racism and anti-Semitism, colonialism, Mussolini's cult of personality, the exaltation of war, fascist intellectuals, the art of the regime, etc.), but we use these as an entry point to articulate contradictions and complexity. We explore these narratives through various media and forms of expression: from films to novels, from landmarks to newspaper articles, from poems to billboards. By exploring how the polarizations of these narratives flow into the 21st century, we unveil the fractures and conflicting agents at the core of contemporary Italy.

The course is conducted in Italian. Authors include: Italo Calvino, Liliana Cavani, Umberto Eco, Beppe Fenoglio, Dario Fo, Natalia Ginzburg, Primo Levi, Pier Paolo Pasolini, Cesare Pavese, Roberto Rossellini.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **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: **RL&L224, 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: **RL&L226, 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**

#### **ITAL232 Italy at School: Biography of a Nation**

Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel *Cuore* (1886), a text that introduced some enduring features

of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of 'making Italians.' At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastronardi's *Il maestro di Vigevano* (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed 'classic' of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **EDST232**

Prereq: **ITAL112**

### **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: **RL&L233**

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, COL255**

Prereq: **None**

### **ITAL236 Inferno**

In this course we read and discuss Dante's *Inferno* (ca. 1306-1309) and its afterlife. *Inferno* is the poetic description of Dante's (imagined or actual) journey through Hell. We study how its poetry and narrative embody the notions of love, sorrow, evil, guilt, redemption, and punishment. We examine the poem as both a product and an interpretation of the world it describes and of its radical otherness: its representation of the otherworld, its relationship with religion and faith, its fear of death, its obsession with the Devil. We inquire into Dante's inventiveness and poetic technique, reviewing his magisterial use of realistic and figurative language. We observe how *Inferno* casts its long shadow on modern culture: in the description of the horror of Nazi concentration camps (Primo Levi's memoir), or in the representation of the inauthentic life in consumerist society (Pier Paolo Pasolini's rewriting of *Inferno* in contemporary Italy). We investigate the challenges that Dante's text elicits when it migrates to visual and cinematic arts (or to Disney comics), continuously camouflaging and adapting to different media. And we critically reflect on how, after seven hundred years, *Inferno* has not finished saying what it has to say. The course is conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

### **ITAL241 Antonioni and Cinema of the Environment**

From its earliest days, the cinema has sought to capture the wonders of the world: exotic landscapes, industrial inventions, and human prowess in the face of nature. At the same time, many important filmmakers--and particularly those in the Italian tradition--have mined their medium's capacity to register and comment upon environmental change. Few directors traversed the upheavals of the 20th century quite like Michelangelo Antonioni. Beginning with his early documentaries, we'll explore cinema's relationship to both the natural world and the built environment across Antonioni's long career. From the foggy landscape of the Po valley to the urban centers of Milan, Rome, London, and Los Angeles, we will assess the images produced by location shooting and realist techniques, but also by formal abstraction and non-narrative time. What might Antonioni's inclination toward abstraction and detachment ('Antonionnui,' in a memorable pun) tell us about the world? How should we square his stylistic tendencies with his camera's attention to an environment under pressure? What lessons does his cinema hold for the present?

We'll approach these questions using the core methods of the humanities: close reading, careful viewing, and critical analysis. Along the way, we'll sharpen our understanding of film scholarship, and explore how to make critical (and creative) arguments about cinema and the environment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **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**

#### **ITAL245 Not Just Neorealism: Italian Cinema, its History and Politics (CLAC.50)**

This 0.5-credit course is conducted in Italian and designed to supplement the English-language Italian cinema course 'Not Just Neorealism: Italian Cinema, its History, and Politics' (RL&L 245). The presentations that are part of the requirements for the parent course (RL&L 245) will serve as our basis in this discussion-based section: Students will be responsible for screening films in addition to those required for 245, for presenting them, and, during the discussion sections in Italian, responsible also for linking them to the course material. Further, students enrolled in the CLAC will also make mini-presentations to the broader body of the students enrolled in the parent course only, linking the extra screenings to those that are part of the course syllabus, and enriching the discourse and knowledge base.

Students are required to be simultaneously enrolled in the parent course in order to enroll in the CLAC section. For this reason, enrollment is granted on a POI basis.

Students must have advanced competency in Italian: completed ITAL 221 or a course with a higher number, spent a semester (or more) in Wesleyan's Program in Bologna, or be linguistically proficient. For any questions about linguistic preparation, please contact the instructor.

Please note that at present this section is not acceptable as one of the nine required courses for the ITST major.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **CGST245**

Prereq: **ITAL221**

#### **ITAL247 Coming Out/Coming of Age: Narratives of Becoming in Italian Culture**

By examining narratives of 'becoming' in Italian literary and screen texts, we will work to read against a dominant 'master' narrative of Italian culture that is cis-male, patriarchal, and 'white.' The literary and screen texts we will explore in depth include some 'classic' narratives of coming of age in the Italian cultural tradition which we will lay alongside Italian cultural 'coming out' narratives, some 'classic,' others less so. What can we learn from such adjacencies? What does one 'come out' of with regard to either strand of inquiry? Is adolescence a 'closet' out of which one emerges with a sexual identity? Does one come of age as an artist or 'come out' as a practitioner of a particular artistic genre (filmmaker, poet, novelist)? How do artistic choices of practice subvert and inform sexual identity? What gets left behind in this 'progress' of 'becoming'? These are some of the questions we will address in this course, conducted in Italian.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **ITAL221**

#### **ITAL256 The Medieval Gig Economy: Saints, Scholars, Sailors**

A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate 'Italians,' we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval otherness is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST258**

Prereq: **None**

#### **ITAL260 Castles of Cards: Italian Romance Epic Storytelling Lab**

Celebrated authors of 20th-century Italian literature such as Italo Calvino and Gianni Celati have included in their works several features of Renaissance romance epic, from the importance of orality and the idea of sharing stories with a community of listeners to multi-threaded narratives and a playful attitude to the world of storytelling. The current popularity of fantasy literature and TV series puts us in an ideal position for the study of the chivalric romance and for an exploration of the continuities and the differences between past and present literary forms. In this course we focus on canonical and less canonical texts of the Italian Renaissance epic and their modern rewritings. After a multimedia investigation of Andrea da Barberino's 'Guerrin Meschino,' Luigi Pulci's 'Morgante,' Boiardo's 'Innamoramento de Orlando,' Ariosto's 'Orlando Furioso,' and Tasso's 'Gerusalemme liberata' along with their rewritings by authors such as Bufalino, Nori, Celati, Calvino, and Giuliani, we will take inspiration from



Calvino's 'Il castello dei destini incrociati' to transform the classroom into a storytelling lab. The same deck of tarot cards that Calvino used for his book will help us to take part in a role-playing game and create a collaborative story that will gradually unfold throughout the semester. The class aims both at studying the Italian romance epic in order to reenact it creatively and also at using this collaborative rewriting as an interpretive tool to explore Renaissance literature from within.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL261**

Prereq: **ITAL112**

#### **ITAL263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance**

What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand 'destiny'? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italoophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's 'Iliad' and Virgil's 'Aeneid.' This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **THEA263**

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**

This course is designed for those who have no previous experience studying Japanese. The objective of this course is for students to acquire communicative and functional skills in Japanese. You will learn the basics of speaking, listening, reading, writing, orthography, and sociolinguistics (when to say what and why)



of modern Japanese. Textbook Genki Lesson 1 - Lesson 8 will be covered. Each of the 8 lessons covered in this course includes new vocabulary items and expression patterns related to topics such as time, shopping, daily activities, travel, family, and expressing opinion, etc. In addition, students will learn to read and write 46 basic hiragana and katakana syllables and approximately 86 Kanji (Chinese characters). Class meets daily, five hours per week, and includes weekly TA sessions. No credit will be received for this course until you have completed JAPN104.

Offering: **Host**

Grading: **Amp Graded**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **JAPN104 Elementary Japanese II**

This course is a continuation of JAPN103, and will approach elementary-level Japanese from two angles: form (grammar) and context (social usage). Students will continue to enhance their fundamental skills in Japanese, with a focus on describing thought and action, expressing intent, and developing intercultural and interpersonal communicative abilities (apologizing, giving/receiving advice, making requests, etc.). The course will continue to emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 9 - Lesson 16 will be covered and 123 additional kanji will be introduced.

Offering: **Host**

Grading: **A-F**

Credits: **1.50**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN103**

#### **JAPN205 Intermediate Japanese I**

This course will approach intermediate-level Japanese from two angles: form (grammar) and context (social usage). Students will learn complex expressions, such as communicating regret, respect (honorifics/humbling), passive experiences, and causative forms. The course will emphasize reading, writing, speaking, and listening skills, and will familiarize students with various aspects of Japanese culture through the textbook and other media and study materials. Textbook Genki Lesson 17 - Lesson 23 will be covered and 107 additional kanji will be introduced.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN104**

#### **JAPN206 Intermediate Japanese II**

This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including the geography, speech styles, technology, sports, and food of Japan. Students will also learn various strategies in conversation: asking questions, apologizing, asking for favors and expressing gratitude, asking for advice and getting information, and expressing one's thoughts. Lesson 1- Lesson 5 from the textbook Tobira will be covered and 176 additional kanji will be introduced.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN205**

#### **JAPN217 Third-Year Japanese I**

The primary goal of this course is to enable students to acquire Japanese language proficiency through integrating four skills: speaking, listening, reading, and writing. Lesson 6 - Lesson 9 from the textbook Tobira cover different topics,

including religion, pop culture, traditional performing arts, and education in Japan. The class meets three hours per week.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN206**

#### **JAPN218 Third-Year Japanese II**

This course aims to develop the four language skills (reading, writing, speaking, and listening) by addressing a variety of topics, including convenient things, history, traditional crafts, and nature of Japan. Students will also learn various strategies in conversation: conveying information, talking about past events, explaining how things are made, and extending one's dialogue. Lesson 10-Lesson 13 from the textbook 'Tobira' will be covered and 141 additional kanji will be introduced.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN217**

#### **JAPN219 Fourth-Year Japanese I: Conceptualizations of Identity in Contemporary Japan**

Enrolled students and faculty will determine the twice-weekly, 80-minute class meeting times together.

This course involves close readings of modern literary texts, attention to current events reported in the media, and examinations of visual materials and critical discussions in Japanese. Placing Japan in a global perspective, the course addresses the following three main themes surrounding Japan in comparison to the world.

(1) Issues pertaining to the modern Japanese family (declining birthrate, aging society, women's social advancement)

(2) Bioethics (regenerative medicine, cloning, reproductive choices, life-extending and end-of-life care)

(3) Identity (questions of 'Japanese-ness,' as well as issues faced by so-called 'gaijin,' immigrants, refugees, biracial/bicultural individuals, and resident Koreans or 'zainichi')

\*These themes are subject to change.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **JAPN218**

#### **JAPN220 Fourth-Year Japanese II: Advanced Japanese through Contemporary Fiction, Essays, and News Reports**

In this course, taught completely in Japanese, students will read original works of short fiction, essays in Japanese by well-known contemporary authors, and newspaper and magazine pieces. We will also include several movies and/or television dramas. We will explore various genres and popular themes in Japanese literature and consider style and voice. Through the works we look at, students will also be introduced to advanced Japanese grammar, expressions, patterns, kanji, and vocabulary.

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: **BMO**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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Prereq: **None**

#### **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**

#### **KREA255 Modern History and Culture of Korea: From Imperialism to Two Koreas (CLAC.50)**

This course will serve as an introduction to the more recent history and culture of Korea; South Korea's rebirth from the remnants of a devastating war into a globalized country whose cultural influence has grown drastically since the 2000s. We will be discussing politics and diplomacy, economic development and industrialization, the growth of mass culture, and social changes concerning Korean women and family. Key topics will include the colonial period, the Korean War and national division, the struggle for democracy, and Korean pop culture. Course material will include films, dramas, and literature on these topics.

This course will be conducted in Korean. Students who have either completed three years of Korean or meet the language fluency equivalent are encouraged to take this course. Native speakers of Korean are also welcome.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-CEAS**

Identical With: **CGST255**

Prereq: **None**

#### **KREA262 Korean Music from Shamanism to Television (CLAC.50)**

This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly

moving in many directions with contemporary life and influence from Western culture.

Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking 'Hermit Kingdom,' Korea has now entered into instant global communications with the production of more individual music in various styles.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC262, CGST262**

Prereq: **None**

#### **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 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 half the textbook. In the second semester (LAT 102), you will complete the textbook.

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.

Offering: **Host**

Grading: **OPT**

Credits: **1.50**

Gen Ed Area: **HA-CLAS**

Prereq: **LAT101**

**LAT104 Intensive Introductory Latin**

Learn Latin in a semester with this intensive introduction to grammar and syntax. Readings in original authors help illustrate and reinforce the fundamental principles of the language in preparation for more advanced reading at the intermediate level. Recommended for students wanting accelerated Latin acquisition or those with some background wanting a quick review.

Offering: **Host**

Grading: **OPT**

Credits: **1.50**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**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.

This course will fall under the Poetry & Performance track.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**LAT202 Latin Lyric Poetry**

In this intermediate-level Latin course, students will continue to develop their facility with the Latin language and their understanding of Roman literary history through a reading of selections of Latin lyric and elegiac poetry, two corpora that are both heavily influenced by earlier Greek models and show a remarkable degree of Roman ingenuity. The work of Horace and Catullus will provide an entry point into this fascinating material. We will then turn to work by the elegists Propertius and Tibullus, as well as shorter poems by Ovid. Throughout the course, we will also be investigating a number of questions. What is lyric poetry, and to what extent must Latin lyric poetry be read as a continuation of the Greek lyric tradition? How do Roman authors take Greek models and rework them to address the interests of their contemporary audience? How and for whom were these poems performed, and how does this affect the way we read this corpus? To facilitate our discussion we will be reading translations of a number of Greek lyric songs and of Latin lyric poetry by Seneca and Statius, some examples of modern lyric, and scholarly literature. In addition to our daily reading in Latin, we will undertake a careful review of Latin grammar, as well as long-term translation and commentary assignments.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**LAT203 Latin Prose: Roman Letters**

An introduction to the reading of classical Latin prose, the course will include a review of Latin grammar and syntax. Students will read selections from the letters of Seneca the Younger and Pliny the Younger. Seneca, a distinguished philosopher and statesman of the Neronian period, uses his experiences in contemporary Rome as texts from which to derive simple philosophical messages. Pliny recounts events from the life of an Italian aristocrat of the first century CE, including an eyewitness account of the eruption of Vesuvius. The course will begin slowly, with the aim of gradually acclimatizing students to the rhythms and stylistic and syntactical patterns of Latin prose. The emphasis will be on understanding and translating the Latin, but we will consider the social and cultural background to the texts we read.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**LAT221 Roman Comedy**

It has long been recognized that Plautus and Terence displayed widely different comic styles: Terence was an artist; Plautus, an untutored genius. We shall examine this difference through a critical reading of selected plays in their divergent literary and historical contexts.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

**LAT230 Love and Suffering in Ancient Rome (CLAC.50)**

In this CLAC course students with some background in ancient Latin will read selections of the extant sources on love and suffering in Roman myth, history, and thought. The sources that we will cover will be drawn from diverse genres and periods: historiography, epic poetry, lyric poetry, and comedy. This diversity will offer a unique opportunity to students to identify and analyze the intersections of age, class, status, gender, and ethnicity and the way they shaped

Roman ideology on 'love.' We will be looking at how cultural practice shapes language, how ideology shapes law, and how literature challenged cultural norms of love and marriage, all the while unpacking and interrogating the Roman belief that love had no place in the citizen life dedicated to serving the state: love produces suffering. In turn, we will reflect on the ideological shift in the last 150 years that has come to dominate 'western' beliefs on love and marriage, that is, 'all you need is love,' over family, friends, and society, despite the obstacles: suffering produces love.

The selections of readings will be drawn primarily from what the students read in translation in the parent course. The final selection will be based on the level of the students. This CLAC is conceived as appropriate for students on the intermediate and advanced level of ancient Latin.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **HA-CLAS**

Identical With: **CGST231**

Prereq: **LAT102**

#### **LAT251 The Age of Nero**

Nero: artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his 'Annals,' with supplementary evidence from Suetonius's 'Life of Nero.' Topics discussed will include Tacitus as a historian, dissimulation and theatricality in Neronian Rome, the world turned upside down, reversal of values in the period, the survival strategies of the Roman ruling classes, and how to die well. In connection with the last subject, we will read a few of Seneca's 'Moral Epistles,' giving a Stoic perspective on contemporary insecurities and the threat to identity and spiritual integrity they presented.

Offering: **Host**

Grading: **A-F**

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 (Satyricon? 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**

#### **LAT331 Vergil: AENEID 2**

Vergil's Aeneid book 2 is almost cinematic in its tragic, poignant, and frenetic depiction of the fall of Troy, from looming threat of the Trojan Horse to the firing of the city, rooftop battles, and the violent loss of loved ones while the gods manipulate events with petty disdain for human life. Students will read book 2 in its entirety in Latin, and the rest of the work in English. The purpose of this course is to continue to develop skills in reading Latin poetry and to continue the study of Latin grammar with close reading and critical analysis.

Offering: **Host**



Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Prereq: **None**

#### **LAT353 Demagogues and Tyrants in the Roman Historians**

Reading selections from Livy's *ab Urbe Condita*, Sallust's *Bellum Catilinae*, and Tacitus' *Annales* we will consider these historians' depictions of tyrants and demagogues (e.g., the Tarquins, Catiline, Tiberius, Nero) throughout Rome's political history, their views on the interactions between these controversial figures and the Senate and people of Rome, and their narratives describing the circumstances behind their rise and fall. At the same time, we will explore the role of fact vs. fiction, propaganda, and bias in the writing of Roman history through comparative analysis with contemporary sources and inscriptional evidence.

Offering: **Host**

Grading: **OPT**

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**

#### **LAT424 Advanced Research Seminar, Undergraduate**

Advanced research tutorial; project to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

#### **LAT491 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**

#### **LAT492 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 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: **RL&L127, RELI127**

Prereq: **None**

#### **LAST188 Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation**

This course will examine why the Orinoco and Amazon basins in South America harbor a biological richness much larger than other river basins around the world. About 50% of all higher plant species of the world are included in these basins. Data on vertebrates showed that about 3,000 freshwater fish species, thousands of birds (migratory and local), and hundreds of amphibians, reptiles, and mammals have been found so far in those basins geographically included in six countries: Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela. We will examine the key factors that have affected their historical-geological development, the actual richness, and the threats to sustainable development and conservation. We will ask questions about the nature and interactions of the key factors and agents that harbor and transformed the high ichthyological and other aquatic biota diversity, reflected by the wide range of landscapes and aquatic ecosystems included in those basins. We will try to identify fragile aquatic ecosystems depending upon the biological richness, endemism, importance for local communities, and potential threats. We will examine the current trends in the fisheries, forest exploitation, and agriculture for human consumption, noting that stocks of many species of fish are in steep decline, and that current fishing practices are not sustainable. Finally, the major impacts and threats faced by the fishes and aquatic ecosystems of the Orinoco River Basin are discussed with the purpose of studying potential plans for sustainable development. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-ENVS**

Identical With: **ENVS188**

Prereq: **SPAN221**

### **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. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces diverse theoretical and methodological approaches to a range of issues and topics, such as franchise colonialism and settler colonialism; the organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the formation of colonial cultures and syncretic belief systems; independence movements and the emergence of nation-states, as well as decolonization struggles.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST200**

Prereq: **None**

### **LAST218 From Chocolate to Coca: Commodities and the Making of Latin America**

Bananas, silver, and coffee connect Latin America to consumers across the globe. From the discovery of massive silver deposits in Potosí in the 16th century to the growth of the illegal drug industry in the 20th century, these commodities have shaped how people work and eat, not only in Latin America but worldwide. Everyday goods like sugar or rubber have also given rise to political revolutions, environmental destruction, scientific discovery, and new literary and artistic movements across the region. How do commodities shape the societies that produce or consume them? What commodities are shaping today's global economy? Is it possible to extract these goods in a sustainable way?

This course combines approaches from anthropology, history of science, and environmental history to study key commodities in the history of Latin America from the colonial period until the present day. It will examine the ways in which various material goods linked local actors to broad networks of production and consumption of an increasingly interconnected global economy. The course will pay particular attention to how these relationships irretrievably changed local communities and to the ways in which historical actors contested, adapted to, or transformed production and consumption regimes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST257**

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 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: **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, Antillanite, 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 Survey of Latin American Literatures, Cultures, and Ideas**

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 ideas, and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films. (Please note that this course was previously called 'Spanish American Literature and Civilization'.)

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN270**

Prereq: **None**

### **LAST229 Between Worlds: Change and Continuity in Early Latin America**

The conquest and colonization of the Americas challenged long-held assumptions about geography, time, history, nature, theology, and humanity for both indigenous societies and Europeans. Modern scholars have described the encounter either as an earth-shattering moment of revolutionary intellectual reverberations or, alternatively, as one of limited and slower impact.

This course examines the ways in which diverse actors in the Iberian colonial world confronted change and continuity in their societies. In particular, it seeks to understand how they approached the conquest and its environmental, political, religious, legal, and social repercussions. Through the study of chronicles, graphic materials, poetry, omens, grammars, and maps, we will look at how missionaries, indigenous scholars, scientists, and nuns interpreted the forces transforming their communities. We will pay particular attention to the traditions and practices that they mobilized to explain the past and convey its present and future significance. Major themes include religious conversion and its consequences, the emergence of new social and ethnic identities under colonial institutions, linguistic change, and the writing of history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM229, HIST356**

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 organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (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**

**LAST240 From the Banjo to Dembow: Afro-Caribbean Music in Motion**

This course analyzes the global circulation of Afro-Caribbean musicians, dancers, audiences, musical styles, and even musical instruments from the beginning of European colonialism to the present day. We will seek to understand the political interconnections between the Caribbean and the wider world by focusing our attention on specific 'musical itineraries.' These will include, among others, the creation of the banjo by enslaved people in the Caribbean and the instrument's role in black resistance in North and South America, the musical aftershocks of the Haitian Revolution in Cuba and Louisiana, the production of black internationalist politics at weekly 'reggae' dances led by Jamaicans in early 20th-century Costa Rica, and the rise of reggaetón between Panama, Puerto Rico, Cuba, the Dominican Republic, and the United States.

We will question how these musical itineraries propelled black political movements and shaped larger ideas about race, nation, diaspora, and the meaning of 'the Caribbean' itself. No prior musical knowledge is required for this course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **AFAM240**

Prereq: **None**

**LAST241 Asian Latino Encounters: Imagining Asia in Hispanic America**

In this course, students will analyze and discuss a variety of cultural productions (literary texts, films, songs, blogs, etc.) that reveal the overlooked connections between Asia and Latin America. We will begin examining views of Asian culture and Asian women of late 19th-century and early 20th-century Spanish American and Filipino writers (such as Darío, Tablada, Gómez Carrillo, Balmori, etc.). Then we will assess travel writings produced across the Pacific—from Mexico to India (Paz), from Chile to Southeast Asia (Neruda), from the Philippines to

Chile (Medina), and from Mexico to Japan (Tinajero). Finally, we will examine diverse works by writers/artists of Asian descent in Hispanic America as well as Asian Latinos in the US. Some of the questions we will address are: How have the views towards Asia and Asians changed throughout the past century in Hispanic America? How does Philippine literature in Spanish produced during the US colonial period modify our conception of what is 'Hispanic,' 'Asian,' and 'American'? 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 ambiguous political legacies of Spanish and US colonialism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN285**

Prereq: **None**

**LAST242 Histories of the Caribbean: New Questions, Methods, and Vantage Points**

This course explores some of the most exciting new trends in historical scholarship on the Caribbean. We will consider how recent scholars of the Caribbean have turned a critical eye to existing methods and reimagined 'archives' as they have crafted new stories about gender, sexuality, race, the environment, and the rise of modern capitalism. In this way, we will question how these new directions in Caribbean studies have reshaped the study of history more generally. We will use a wide geographic lens in order to gain an expansive vision of the circuits of the Greater Caribbean, stretching from Antigua, Guadeloupe, Barbados, Martinique, Jamaica, Trinidad, Guyana, Cuba, Puerto Rico, and Haiti into the wider Atlantic world.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **AMST252**

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**

**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**

### **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: **OPT**

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 Bolívar's Afterlife in the Americas: Biography, Ideology, and the Public Sphere**

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,' 'negritud,' '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: **OPT**

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 Black Religions in the Americas**

This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santería) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, 'authenticity,' commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.

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 Cubaness, 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**

#### **LAST273 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN273**



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 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 seminally 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**

**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**

#### **LAST293 Writing Women's Bodies: Gender and Sexuality in Latin America**

We will explore the work of the novelists Diamela Eltit (Chile), Cristina Peri Rossi (Uruguay), and Samantha Schweblin (Argentina), among the most intriguing and innovative contemporary Latin American writers. We will discuss a variety of themes such as love, sexual desire, friendship, the body, violence, and ecology. In particular, we examine the relationship between language and gender formation and explore what it means to perform feminist readings.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN293**

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 indigenous 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**

#### **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: **OPT**

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 Contemporary Challenges in Latin American Politics**

Latin America's contemporary challenges include corruption, crime, economic woes, social policy shortcomings, populism, declining political trust, the erosion of fragile democracies, and the political underrepresentation of women and minority groups. This course examines the historical legacies, international influences, and social-structural factors that shape and constrain how Latin American citizens and governments are responding to these challenges. Weekly readings and discussions, along with a succession of analytic exercises, will prepare students to write a research paper on a Latin American politics topic of their choice.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT309**

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**

**LAST309 Territory, Community, and Identity in the Americas**

How does a place shape community social relations? And in what ways do peoples' relationships to natural resources and the built environment shape their political identities? This course will explore these questions by focusing on particular case studies in the Western Hemisphere. We will consider the ways in which communities are tethered to a particular idea of territory, whether they be 'fugitives,' 'runaways,' 'natives,' or 'immigrants.' The cases we will explore include quilombos and palenques comprised of people who escaped enslavement in Portuguese and Spanish America, indigenous communities forged before, during, and after colonization by Europeans, and newfound communities or colonies comprised of relatively recent (im)migrants.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

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**

**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**

**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 Empires of Captivity: The Resurgence of Atlantic Slavery in the Age of Emancipations**

The dawn of the 19th century was marked by a series of challenges to Atlantic slavery, epitomized first by the unprecedented victories of the Haitian Revolution and then by the implementation of municipal bans and bilateral treaties that sought to limit the international trade in African captives. Yet seemingly paradoxically, this same period saw the rapid expansion of new zones of enslavement stretching from the U.S. South to Cuba, Brazil, and beyond. Proslavery forces mobilized across these jurisdictions in order to reverse the tide of abolition and to participate in (or simply to profit from) a burgeoning illegal trade in captives. Meanwhile, people of African descent who were enslaved or re-enslaved during this period built upon the precedent of emancipation in Haiti and other antislavery jurisdictions as they mounted claims to freedom for themselves, their families, and their communities. They continuously pushed forward the halting pace of general emancipation, laying the foundations for struggles for recognition and restitution that continue to the present day.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-LAST, SBS-LAST**

Identical With: **AFAM343**

Prereq: **None**

#### **LAST344 The Haitian Revolution Beyond Borders**

In 1791, enslaved people rose up against their masters in the French colony of Saint-Domingue, at the time the most profitable plantation society in the world. Thirteen years later, their efforts would culminate in the declaration of independence of Haiti, a nation founded on the pillars of antislavery, anticolonialism, and racial equality. This course investigates the regional and global significance of this revolution through its interconnections with Haiti's neighbors in the Caribbean and across Latin America. First, we will look at the immediate implications of Haiti's founding for the fate of New World slavery during the Age of Revolutions. Next, we will consider Haiti's long-term impact on national identities, racial formations, and future revolutionary struggles in the Americas over the course of the 19th and 20th centuries.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-LAST**

Identical With: **AFAM344**

Prereq: **None**

#### **LAST348 Urban Histories of Latin America**

Cities have occupied Latin American writers, artists, and scholars since the early decades of the sixteenth century. Mapped on to preexisting settlements of indigenous importance, colonial cities became the center of Iberian administration in the New World. They imparted justice, granted citizenship

rights, set the standard of civility and religious orthodoxy, and held the promise of economic improvement. The preeminence of cities in Latin America continued into the modern period. Mexico, Buenos Aires, and Rio de Janeiro became opulent and unequal metropolitan centers in the nineteenth century. Unconstrained growth brought about the megalopolises of our current day.

This seminar will explore Latin America's major urban centers in significant moments from the pre-Hispanic period until the present day. Through chronicles, travel narratives, photography, legal writings, newspaper archives, maps, and film we will reconstruct the many dimensions of urban culture in the region. The course will be organized thematically and geographically. We will begin by studying the ways in which Latin American writers have understood the role of the city, and its dwellers, in shaping the trajectory of their various nations. We will pay particular attention to themes like the city and modernity, the everyday experiences of urban residents, racial, gender, and social inequality, the city as a site of historical memory and violent contestation, the environmental challenges of urban growth, and the rise and fall of counter-cultural and protest movements.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST348**

Prereq: **None**

#### **LAST373 Language and Power in Latin America**

What is a perfect language? Societies across the globe, in different times and places, have sought to answer this question. In the process they have posited a diversity of theories about the relationships among language, individual and group identity, social harmony, religious devotion, and political power. This seminar investigates the ways in which Latin American societies, from the colonial period until the present, grappled with the problem of language and its ability to shape their communities. From indigenous polities, to the imperial monarchies that conquered and colonized the Americas, to the nation-states that emerged in the 19th century, all have had to confront the realities of a diverse and profoundly multilingual region.

The course will be organized around representative case studies. It will draw from a variety of fields (e.g., linguistics, philosophy, history, anthropology, and history of science) to consider how language served as either a resource or an obstacle to be surmounted in the creation of ideal religious, political, and intellectual communities in Latin America. Significant themes include the role of language in conquest and colonization, the development of cultural institutions to regulate and standardize language usage, the prevalence of bilingualism in many regions, the proliferation of literacy campaigns as a hallmark of the revolutionary governments of the mid-20th century, and the emergence of indigenous peoples as social and political actors in contemporary Latin America.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST373**

Prereq: **None**

#### **LAST382 Erosion of Democracy**

This seminar will explore the characteristics, causes, and consequences of 'democratic backsliding'—deterioration in the quality of democracy that may or may not lead to democratic breakdown. The seminar will cover debates about the meaning of democracy, democratic backsliding, and democratic breakdown; assess the strengths and weaknesses of expert-rating based indices of democratic quality (Polity, Freedom House, V-Dem, others); and critically review quantitative and qualitative cross-national studies of democratic backsliding. Case studies will include the United States and countries in Latin America.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT382**

Prereq: **None**

**LAST383 Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy**

This course will examine the key factors that have affected the development of Venezuela and its environment from the pre-colonial period to the present. We will divide the history of Venezuela into two critical periods: before and after the discovery of oil. We will ask questions about the nature and interactions of the key factors and agents that transformed Venezuela from a colony to that of an economically independent country. By examining the pre- and post-oil economic periods separately, we will learn that the key factors, such as agriculture, land use, and European-colonial influence, changed dramatically, thereby transforming many sociopolitical institutions. The contrasts will include resilience to and eradication of diseases, human rights and slavery, land ownership, human health, impacts on biodiversity and human health, and protections of indigenous cultures. Ultimately we will examine the factors that have led to the collapse of democracy. We will read an interdisciplinary literature that includes anthropology, religion, sociology, environmental sciences, law, and history. The course is presented in a reading/discussion format in which all readings, writings, and discussions will be in Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ENVS**

Identical With: **ENVS283**

Prereq: **SPAN221**

**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)

## LANG101A Beginning Danish I

This course takes place during Quarter 1. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

## LANG102A Beginning Danish I

This course takes place during Quarter 2. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

## LANG102C Beginning Farsi

This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Farsi through an online language learning platform. By the end of the semester, students will be able to converse in Farsi at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-LANG**

Prereq: **None**

## LANG102F Beginning Modern Greek I

This course takes place during Quarter 2. This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Modern Greek through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Modern Greek at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

## LANG103G Beginning Cantonese I

Learn Cantonese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they

study abroad. This course will help students acquire basic speaking and listening skills in Cantonese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Cantonese at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-LANG**

Prereq: **None**

## LANG103H Beginning Icelandic I

Learn Icelandic before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Icelandic through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Icelandic at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-LANG**

Prereq: **None**

## LANG103K Beginning Swedish I

Learn Swedish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Swedish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Swedish at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-LANG**

Prereq: **None**

## LANG104A Beginning Danish I

Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

## LANG104H Beginning Vietnamese I

Learn Vietnamese before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Vietnamese through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Vietnamese at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

## LANG105A Beginning Danish I

This course takes place during the Summer. Learn Danish before you go abroad! This .25-credit online course is intended to prepare students with fundamental

language skills before they study abroad. Students will acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics on people and travel at an elementary level of proficiency in Danish.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **HA-LANG**

Prereq: **None**

#### **LANG105B Hindi**

This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Hindi through an online language learning platform. By the end of the semester, students will be able to converse in Hindi at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

#### **LANG105J Beginning Norwegian I**

This courses takes place during the summer. Learn Norwegian before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Norwegian through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Norwegian at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

#### **LANG106A Beginning Danish I**

This course takes place during Winter Session. Learn Danish before you go abroad! This quarter credit, online course is intended to prepare students with fundamental language skills before they study abroad. This course will help students acquire basic speaking and listening skills in Danish through an online language learning platform. By the end of the quarter, students will be able to discuss topics about people and travel in Danish at an elementary level of proficiency.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

#### **LANG141 Elementary Modern Greek**

This course is an introduction to the study of modern Greek and is focused on developing students' proficiency in listening, speaking, reading, and writing. Students will engage with a variety of textual and media materials, allowing them to acquire foundations in grammar and vocabulary while getting familiarized with contemporary Greek language and culture.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-LANG**

Prereq: **None**

#### **LANG151 Elementary Swahili I**

This course is an introduction to the study of the Swahili language, the most widely spoken language on the African continent, and focuses on the

development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-LANG**

Prereq: **None**

#### **LANG152 Elementary Swahili II**

This course is a continuation of Elementary Swahili I, an introduction to the study of Swahili language, the most widely spoken language on the African continent, and focuses on the development of all four skills (listening, speaking, reading, and writing). The course includes regular meetings with a remote instructor, independent work, and weekly sessions with a teaching assistant.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-LANG**

Prereq: **None**

#### **LANG190 Beginning 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: **BMO**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **LANG190**

#### **LANG290 American Sign Language and Current Issues**

ASL 290 focuses and enhances the ASL skills achieved in ASL 190 and 191. Advanced levels of expressive and receptive ASL skills achieved will enable students to immerse themselves in more sophisticated levels of ASL fluency and better allow them to communicate with Deaf citizens. We will concentrate not only on conversational competency but also overall knowledge of Deafness and its impact on the non-Deaf community. The course will provide special attention to perfecting sign production and vocabulary expansion, grammar (ASL syntax and flexible structure), appropriate use of physical space, analysis/breakdown of 'Source Texts' by in-class drills that will encourage facial and body language, and

the importance of 'pacing, clustering, locating' mechanics. The artistic nature of ASL will be explored at length to free students to use imagination in the accurate display of communication content when no established conceptual sign exists.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-LANG**

Prereq: **LANG191**

#### **LANG401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

#### **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 I**

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.

Offering: **Host**

Grading: **OPT**

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. 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.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH119**

#### **MATH121 Calculus I**

MATH121, together with MATH122, will cover both theoretical and practical aspects of 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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

#### **MATH122 Calculus II**

The continuation of MATH121. Topics covered include techniques and applications of integration and an introduction to sequences and series.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

#### **MATH123F Mathematical Deduction with Calculus (FYS)**

This course is a first-year seminar (FYS). Topics covered include techniques and applications of integration and an introduction to sequences and series, with an emphasis on mathematical writing. Weekly papers will be required. It is suitable for students who have already taken calculus and are interested in pursuing the mathematics major. Students may not receive credit for both MATH 122 and MATH 123.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH121**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**

### **MATH133 Intermediate Statistics**

This class continues the study of statistics begun in MATH 132. Topics will include experimental design, ANOVA, multiple regression, non-parametric tests, and further topics as time permits. This course is an ideal continuation for students who have taken MATH 132 or who got a 4 or 5 on the AP Statistics exam and who wish to deepen their statistics knowledge.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH132**

### **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: **MATH122**

### **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: **MATH122**

### **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: **(MATH221 AND MATH222) OR (MATH222 AND MATH223)**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH222 AND MATH228**

**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**

**MATH242 Topology**

This course is an introduction to topology, the study of space in a general sense. We will approach topology through knot theory, the study of embeddings of a circle in a 3-dimensional space.

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: **MATH228 OR MATH241 OR MATH261**

**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**

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **(MATH221 AND MATH222) OR (MATH223 AND MATH222)**

**MATH246 Applied Topology**

This course teaches the main concepts in Applied Topology. Students will learn to apply nonlinear methods to analyze the shape of data sets. These approaches are drawn from classical topology and focus on the shape in one of two ways: they either 'measure' it, that is count the occurrences of patterns within the

data set; or build combinatorial representations of the data set. As an example of the former, we will look at persistent homology, whereas the latter will be represented by mapper. The topics covered include: basic notions from topology, simplicial complexes (Cech complexes, Vietoris-Rips complexes, etc.), homology, persistent homology and applications, mapper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH223**

**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 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 second course in abstract algebra will cover fields and polynomial rings, as well as Galois theory and the insolubility of the quintic polynomial. Additional topics will be covered as time permits.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH261**

**MATH264 Algebraic Geometry**

This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **None**



**MATH271 Error-Correcting Codes**

Nowadays messages are sent electronically through different kinds of communication channels. Most of these channels are not perfect and errors are created during the transmission. The object of an error-correcting code is to encode the data so that the message can be recovered if not too many errors have occurred. The goal of this course is to introduce the basic mathematical ideas behind the design of error-correcting codes. It makes use of algebraic techniques involving vector spaces, finite fields, and polynomial rings. These techniques will be developed in this course so that prior knowledge is not necessary.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH221 OR MATH223**

**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. Indeed, graph theory is essential to applications of computer science to network analysis and planar mapping.

This course will be an introduction to graph theory and its applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MATH**

Prereq: **MATH228**

**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&ES500, 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, 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**

#### **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: **RL&L123, COL123, FGSS123**

Prereq: **None**

**MDST125F Love, Sex, and Marriage in Renaissance Europe (FYS)**

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, friendship, religion, family and class structures, and divorce.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L123F, COL123F, FGSS123F, WLIT249F**

Prereq: **None**

**MDST128 Constantinople: A Digital Archaeology of Medieval Rome**

Constantinople was founded as New Rome by Emperor Constantine the Great in 330. From there, its history is that of the heart of the medieval Roman (Byzantine) Empire, which lasted until 1453, when it was succeeded by the Ottoman Empire and the city was called Istanbul. Now, we're making medieval Constantinople come alive again with an interactive map-based digital encyclopedia. In this course--which requires no previous background in history--students will be introduced to the history of Constantinople and medieval Rome. Then, after exploring the textual and material relics of this medieval metropolis, students will pursue their own research interests by collaborating on a public digital database (<https://arcg.is/0e4Lb4>). At the end of the course, students will draw from this database to craft their own histories, applying both imagination and analysis into believable and reliable stories that convey the diversities and paradoxes of life in The City.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL295, HIST230**

Prereq: **None**

**MDST131 Introduction to Western Art I: Ancient to Medieval**

This course introduces the art and architecture of the Western world during the ancient and medieval periods. The artistic traditions of the Near East, Europe, and the wider Mediterranean will be surveyed from the prehistoric era to c. 1400 CE. Questions of style, content, function, and cultural and historical context will be examined, in addition to issues of religion, rulership, class, luxury, and the definition of art within its ancient and medieval milieus.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA109**

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)**

This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for us today? By beginning at the beginning and proceeding systematically through the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts' function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI201, CJST244, COL237, WLIT281**

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**

#### **MDST209 Mosque and Cathedral: Islam and the West, c. 600-1500**

This course examines the interaction between the Islamic world and medieval Europe from the perspective of art and architecture, from late antiquity and the rise of Islam through the end of the Middle Ages. Our approach will seek out both intersections and comparisons: while attending to the borders, crossings, and overlaps that existed between medieval Christendom and the Islamic world, this course will also stage comparisons of key themes specific to these traditions, chief among them the picturing of divinity, the status of a sacred text, the organization of sacred space, and the practice of luxury. We will survey a series of historical encounters, including Byzantine Iconoclasm, the Crusades, and trade and diplomacy in general, before culminating in Renaissance Italy. Special emphasis will be reserved for key geographies of exchange, including Spain, Sicily, North Africa, and the Holy Land. Consideration will be given to the media of architecture, mosaic, painting, relief sculpture, decorated books, ivory, metalwork, and textiles. Questions of geography, ethnicity, the other, the idol, cultural translation, and the status of text vs. image will be threaded throughout.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA209**

Prereq: **None**

#### **MDST210 Medieval Art and Architecture, c. 1100-1400**

This course introduces the art and architecture of Romanesque and Gothic Europe, c. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA210, RL&L210**

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 healthy singing, musical style, performance practice, musical independence, and performance techniques. 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. Students also attend a weekly sectional rehearsal, scheduled according to availability by voice part.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC438**

Prereq: **None**



**MDST213 Early Medieval Art, c. 300-1100**

This class surveys the art and architecture of early medieval Europe, beginning with Late Antique multiculturalism, the decline of the Roman Empire, and the spread of Christianity, and continuing through the glory of Byzantium, the rise of Islam, and the establishment of Germanic kingdoms in Northern Europe. Style, content, function, and historical context shall be examined across monuments of architecture, sculpture, mosaic, manuscripts, painting, and the luxury arts. Questions of religious practice, political messaging, and cross-cultural translation shall be threaded throughout. The periods considered will include Late Antique, Byzantine, Umayyad, Abbasid, Migration, Insular, Carolingian, Mozarabic, and Ottonian art.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA213**

Prereq: **None**

**MDST214 Introduction to the New Testament**

This course invites students to engage the text of the New Testament and other early Christian writings while becoming familiar with critical issues surrounding their composition, authorship, and reception. Students will be expected to demonstrate the following: acute engagement with the New Testament as an ancient text, ability to articulate (though not necessarily to agree with) viewpoints other than one's own, an understanding of the formation of the New Testament, and an appreciation of the New Testament's history of interpretation. Issues that will also be covered in this course include the study of the historical Jesus, the canonicity of the New Testament, extra-New Testament texts, interpretive strategies, and various issues involving the New Testament and race, sexuality, slavery, and gender.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI215, CCIV212**

Prereq: **None**

**MDST219 Northern Renaissance Art**

The Northern Renaissance (roughly c. 1400-1600) was a period of thrilling transition in Europe and profound change for the Western tradition of art and architecture. For art history, the period's many paradigm shifts include the rise of oil painting, the spread of the printing press and print media, the growth of middle-class patronage, the Protestant Reformation, radical developments in the practice of portraiture, an increasingly global worldview and mentality, the spread of humanism, the foundations of what might be referred to as an art market, and a fundamental revision of the purpose and definition of both art

and the artist. This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany, before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, the van Eycks, van der Weyden, Memling, Fouquet, Riemenschneider, Dürer, Grünewald, Altdorfer, Cranach, Bosch, Holbein, and Bruegel—such a narrative, however, will be equally enriched with less familiar and less canonical works. Threaded throughout are questions of mimesis, realism, skill, medium, and the growing cult of genius, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA220**

Prereq: **None**

**MDST220 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, COL217**

Prereq: **None**

**MDST221 Allegory and Devotion in Medieval and Renaissance Music**

This course investigates the mystical and visionary aspects of religious music alongside the secular development of the vernacular love lyric. We explore tensions between individual and communal practices, authorship and artistry, power and politics, and the multiple social functions of music-making. Students learn about the musical legacy from Ancient Greece, tracing its influence through the Middle Ages to the end of the Renaissance. We cover the music of worship, romance, public ceremony, and private entertainment, observing the shifting balance between innovation and tradition. We study the relationship of notational systems to memory, become familiar with cultures that are remote from ours, and gain a historical respect for difference. By engaging with the deep past, you acquire skills not only to appreciate the musical creativity of a millennium ago, but also to better understand social and cultural distances in the modern world.

The course material will be presented through lectures and discussion, listening assignments, singing, and readings. Weekly lab sessions go over technical terminology and address the challenges that arise. The lab also facilitates reviews for quizzes and provides coaching in essay writing, research skills, and the development of analytical listening.

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, RL&L212**

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: **RL&L224, 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**

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: **RL&L226, 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**

### **MDST229 Fight like the French: Debates, Quarrels and Polemics in French Culture**

In the age of 'fake news' and polarization, knowing how to debate is essential. The French are notoriously practiced in debate; the importance of public opinion

and the figure of the public intellectual have made French society as a whole particularly prone to the agonistic discussion of ideas. This course will survey foundational aesthetic and political debates in French culture from the 15th century to this day, focusing on those that were led by writers, philosophers, and intellectuals and that have entered French literary and cultural history. The course will show how controversies mark and make paradigmatic changes in the cultural landscape, advancing the arts and sciences and voicing political dissent. Throughout the course we will read literary works, treatises, letters, and newspapers.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN228**

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**

#### **MDST232 Obscure Enigma of Desire**

This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L232**

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: **RL&L176**

Prereq: **None**

#### **MDST236 Don Quixote: How to Read the Ultimate Novel**

No novel is more celebrated than 'Don Quixote,' albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and 'life' or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for 'the real world' is often as nutty as the hero himself. We will read, discuss, and write about 'Don Quixote' in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L236, COL236, WLIT247**

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, devotional, 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 religious experience, heresies, 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, RL&L231**

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, COL255**

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**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN236, COL327**

Prereq: **None**

**MDST255 The Vikings and the Viking Age, 700-1066**

The Vikings erupted from their isolated northern homelands throughout Europe from the eighth century, and arguably reoriented European history both in the West, where they were instrumental in the history of the British Isles and France, as well as the East, where they were founders of the Russian kingdom. By 1100, they and their descendants had also established themselves in the Mediterranean, Italy, Sicily, and the Holy Land. This course will examine the reasons the Vikings emerged, and will explain their role not only as warriors, but as important merchants, administrators, and contributors to a robust European literary culture. They provide the perfect avenue by which to understand the creation of European culture and politics.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST255**

Prereq: **None**

**MDST257 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture**

The study of history and past literature provides intellectual, psychological and emotional resources that make one more resilient in adapting to new circumstances, enable one to see new possibilities of being-in-the-world, and provide new capacities for self-understanding. A knowledge of the European past, moreover, can be an advantage for people seeking to study, live, or work in Europe. This course will help students develop those resources and knowledge through a study of various forms of short fiction and poetry from the French Middle Ages and the Renaissance (12th-16th centuries). We will focus on the representations of human relations, above all romantic relations and their inherent conflicts of power, in these works. We will also view a couple of historical films in order to develop our visual imagination.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN230**

Prereq: **None**

**MDST258 The Medieval Gig Economy: Saints, Scholars, Sailors**

A friar preaching to birds, a scoundrel passing as a saint, a nun conversing with Jesus, a Greek hero sinking into hell, a scholar talking to the dead, and a merchant exploring uncharted territories: We find unusual professional figures gigging in Italy circa 1300. In this course we explore medieval alterity through the voices of its most illustrious representatives: from Francis of Assisi to Dante Alighieri, and through a variety of other workers in the Italian economy. We examine various aspects of medieval religious culture ranging from mystical visions to the institutional politics of the Church. We consider the development of mercantile capitalism and its emerging virtues of wit and self-reliance. We track seafarers as they encounter the Other during their maritime voyages. For those staying closer to home, like clerics and other literate 'Italians,' we review the dynamics of composition and reception from orality to manuscript culture. We observe how medieval otherness is embodied through different media, from manuscript illuminations to film. And by combining micro- and macro-perspectives, we approach the Italian Middle Ages from a broad aesthetic, historical, and socio-anthropological standpoint.

The course is conducted in Italian. Authors include Francis of Assisi, Catherine of Siena, Angela of Foligno, Giotto, Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Marco Polo, and Christopher Columbus.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL256**

Prereq: **None**

#### **MDST268 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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST268**

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**

#### **MDST302 The Arthurian Legend on Film**

This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are 'based' -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L300**

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**

#### **MDST310 Muslims, Jews, and Christians: Convivencia in Medieval Iberia**

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 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, and 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, multi-confessional society.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA310**

Prereq: **None**

#### **MDST311 The Body in Medieval Art**

Medieval thinkers theorized the body in ways vastly different from how human bodies are conceptualized and defined today in the twenty-first-century West. Indeed, the 'medieval body' was not at all a stable or monolithic entity, but rather a shifting constellation of ideas and practices that waxed, waned, and coexisted throughout the European Middle Ages, c. 400-1400. The diversity of medieval attitudes toward the body helped inform its representation in art, which, simultaneously, was also dependent upon conventions of craft, medium, artistry, preciousness, and style. 'Body' signals not only earthly bodies--sexed, fleshly, corruptible, and soon to decay--but also the soul (equally fragile), as well as heavenly, angelic, and divine bodies, including that of Christ. This course analyzes medieval strategies of representing these bodies while situating them in their respective intellectual and cultural environments. Primary-source materials will be contextualized by secondary literature, and our inquiries will remain cognizant of gender-, sexuality-, race-, and performance-critical methods. The bodies examined will include, and are not limited to, saintly, gendered, racialized, clerical, monstrous, virginal, heretical, sickly, healthy, courtly, resurrected, and uncircumscribable bodies.

Offering: **Crosslisting**

Grading: **A-F**



Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA311**

Prereq: **None**

### **MDST312 The Medieval Beast**

How did medieval writers think about the distinction between human and animal? This course will examine the categories of soul and body, ruler and ruled, language and thought--among others. We will also read about human-animal hybrids like werewolves and bird-men in order to think through some of these binaries. Texts will include Marie de France's 'Lais and Fables,' Chr tien de Troyes's 'Knight of the Lion,' William of Palerne, Sir Gawain and the Green Knight, and Chaucer's 'Parliament of Fowls' and 'Nun's Priest's Tale'; also bestiaries (encyclopedias of beasts) and some treatises about hunting and falconry.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL310**

Prereq: **None**

### **MDST313 Medieval Manuscripts**

Medieval manuscripts were dense, considered gatherings of text and image, and they are among the richest of artifacts bequeathed to us by the Middle Ages. Manuscripts both crystallized and intervened in many of the key intellectual, religious, and aesthetic foundations of medieval Europe. To step into a luxurious medieval manuscript--into its script, its miniatures, its marginal decoration, its scribbles, its little monsters and unexpected grotesques, its tears and signs of use--is to probe definitions of painted image and written word that differ markedly from our own today. Throughout, basic questions of the relationship between text and image, and the linguistic and the pictorial, repeatedly beg attention. How were these books made, who used them (if they were used at all), how did the reading process unfold in the medieval period, and how did pictorial decoration assist in revealing--or, perhaps, obscuring--truth? These questions, and more, will inform this seminar's systematic inquiry of the making, function, and layout of the medieval book, from its Late Antique origins to the 15th-century advent of printing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA312**

Prereq: **None**

### **MDST315 The Politics of the French Language and the Birth of the French State**

Today, the advantages of national borders and monolingual language policies are being trumpeted all across the world. And yet, the study of premodern languages and literatures reveals that the history of national languages has always been a multicultural affair. In this course, we will look at the case of the French language, particularly the establishment of French as a literary language through strategies of legitimization. Starting with an examination of the first text written in the language that would later become French, from the 9th century, we will then go on to study (in modern French) a series of medieval and early-modern poems, plays, treatises and essays that borrow from other languages and literatures, even as they establish French as a literary and a national language. The final portion of this class will include a meditation on the status of French language in contemporary Francophone countries based on Derrida's essay 'Le monolingualisme de l'autre.'

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN315**

Prereq: **None**

### **MDST330 Lancelot, Guinevere, Grail: Enigma in the Romances of Chr tien de Troyes**

Chr tien 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: **FREN330**

Prereq: **None**

### **MDST350 History as Tragedy: Genre, Gender, and Power in the Alexiad of Anna Komnena**

Why did it take until the 11th century for a woman to write a work in the genre of history? What did it take for Anna Komnena--a renowned student of ancient literature, mathematics, astronomy, and philosophy, and a princess of the East Roman (Byzantine) Empire--to finally break into this most gendered of genres? And, how has Anna Komnena's accomplishment been received? This course will spend an entire semester delving into this deeply literary history, and its influence from the Middle Ages to the present. Students will engage with 'The Alexiad' through close intertextual readings, critical scholarship in history, relevant work in theory, and digital research methods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL350, HIST328**

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 Race, Ethnicity, and Religion in Medieval Literature**

Why do white supremacists celebrate the European Middle Ages as a lost era of racial and religious purity? This course approaches that question by considering the invention of medieval ideas of race, ethnicity and religious difference. Our focus will be on a selection of texts dealing with encounters--real and imaginary--of Western European Christians with cultures from the Mongol Empire to the Celtic 'borderlands.' The readings will begin historically with the Crusades and the gruesome chronicles written by Christian, Muslim, and Jewish authors. We will move on to religious polemics, travel accounts and, above all, romances: fictions that re-imagine the past in terms of exoticized sexuality, racial transformation, cannibalism, and nationalist fantasy.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL353**

Prereq: **None**

#### **MDST373 From Courtly Love to Cannibalism: Medieval Romances**

Romance is the narrative form of medieval sexualities and courtly love, but it also gives literary shape to social worlds in which a protagonist loses gender, skin color changes with religion, and a dog might be the hero of a tale. 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 set at King Arthur's court. 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 government, and of course, Christian mysticism and the Holy Grail.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL373**

Prereq: **None**

#### **MDST376 Travel and Communication in Europe**

This course will explore the character of travel and communication networks, patterns, technologies, and ideas in Europe in the medieval and early modern periods. Students will therefore learn the concept of travel and mobility, whether commercial, cultural, or bureaucratic, and the concept of notable reconfigurations and acceleration of exchange in this period. Beyond ideas, the networks they linked to will be prominent. These include technologies such as the bridge, road, and wayfinding, as well as cybernetic creations like the riding horse (with iron shoes and complex needs); the development of institutions of hospitality, like the monastery, the hostel and the inn; and the adaptation of writing to facilitate motion and communication. Due attention will be paid to exotic travel such as crusading, pilgrimage and warfare; however, routine business travel will be key, such as the trips required by law, by trade, by the search for money, and the desire to see family.

Methodologically, the course will focus on the idea of networks and the techniques of the digital humanities. Thus, text mining for information; mapping in GIS (Geographic Information Systems); and analyzing network relations will be important additions to the usual historical skills of reading and writing essays.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST376**

Prereq: **None**

#### **MDST378 Visionary Journeys through Sacred Landscapes: Japanese Art of Pilgrimage**

This course examines the ways in which religious paintings were used and viewed in medieval Japan. Emphasis will be laid on images of sacred landscapes and the visionary journeys they inspired. Though primarily conceived as fundraising tools and advertisements aimed at inspiring viewers to undertake a physical journey to the illustrated site, these images became sacred in their own right and were approached by worshipers as one would approach the enshrined deity of the represented site. They also allowed spiritual travel through the images, providing virtual pilgrims with the karmic benefits of actual pilgrimage without the hardships of travel.

Each week we will immerse ourselves in a sacred site, reading about its history, deities, religious practices, and unique benefits. We will then look at how these

were given visual form and the artistic language developed to endow these visual representations with the power to inspire and move contemporary audiences.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA379, CEAS379**

Prereq: **None**

#### **MDST379 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 gender and sex, as well as contemporary historical, sociological, cultural, and literary studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans\* practices, politics, identities, and reproductive justice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **RELI379, FGSS309**

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&B101F The Personal Genomics Revolution (FYS)**

The first draft of the human genome sequence was published approximately 15 years ago, having taken more than a decade to complete at a cost of approximately three billion dollars. With incredible advances in sequencing technology, accompanying analysis tools, and maturation of sequence databases, we have arrived at the beginning of an era of 'personal genomics.' Today, individuals can have their genomes sequenced in a few hours for a few hundred dollars! This course explores the kinds of information contained within one's genome and the various ways in which genome sequences can be used for improving quality of life. Students will conduct original research to explore societal attitudes about the use of personal genomics for the purpose of making lifestyle choices (dating, diet, vocations, etc.); establishing notions of personal identity (race, gender, nationality, etc.); creating new social networks (based on genetic kinship); or prolonging life span (and revolutionizing medicine). As part of this research, students will also consider ethical issues (e.g., privacy, discrimination) surrounding the use of personal genomics, as well as how education might impact societal attitudes on particular applications of this technology. As this is an FYS course, student work will focus on developing skills in scholarly writing, which will include peer evaluations of other student writing and production of a final scholarly paper based on the results of their research project.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **None**

**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&B107 The Science of Human Health: Microbiology and Immunology**

Studying the molecular and cellular biology of disease-causing viruses and bacteria, we will survey the basic mechanisms that they deploy to colonize and harm our bodies. We will also learn about the cells and macromolecules that comprise our immune system, how they act in concert to detect and combat disease or, in certain instances, cause autoimmune disease. A case-study approach will be pursued to join these two subjects and to illustrate the complex interplay between pathogens and the immune system that allows us to successfully combat certain diseases, become persistently infected by others, or succumb to debilitating or fatal illnesses.

Offering: **Host**

Grading: **OPT**

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&B130Z Discovering a Small World Nanobots, Nanomedicine, and Nanomaterials**

How can nano-sized salt and sugar help make food healthier? How can your ipod or Laptop get any smaller? Why does sunscreen contain titanium oxide nanoparticles? How small is 'nano'? Through discussions on science fiction novels and learning of scientific principles, this course will explore how nano-sized objects are studied and used to advance the fields of medicine, electronics and biomaterials. This general education course is designed for non-science undergraduate majors where students will explore what we may not know about our world, our community, our friends and ourselves. This course is meant to teach students how to critically interpret science in popular media and news sources.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM130Z**

Prereq: **None**

#### **MB&B155 Tiny Organisms with a Big Effect: The Microbiome**

With the advent of advanced sequencing technology, we are able to characterize the microflora that lives on and inside of multicellular organisms, including humans. It follows that there are still many unknowns with respect to the function and dynamics of relationships between bacterial communities and their hosts. These bacterial communities, colonizing humans and other organisms with millions of microbes, have captured the interest of the public. Popular news outlets have made the disparate claims that the right human microbiome can act as a panacea and the wrong microbiome is such a calamity that it can destroy an individual's health. This course will look at the true nature of the microbiome, to the extent that current research has revealed. We will discuss both normal and abnormal bacterial community compositions and any related disease states. Similarly, we will cover changes in microbiome composition over time and with respect to host development. In class, we will also consider the microbiomes of other organisms and how the presence and composition of the microbiome relates to disease states and/or life history.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL155**

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. The course will use software to ensure academic integrity. This course will require about 10 hours per week of engagement. Students should enroll separately in MB&B/BIOL191 Principles of Biology 1 - Laboratory.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL181**

Prereq: **None**

#### **MB&B181Z 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-BIOL**

Identical With: **BIOL181Z**

Prereq: **None**

#### **MB&B182 Principles of Biology II**

This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. 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&B182Z Principles of Biology II**

This course covers biological principles at tissue, organ, organismic, and population levels of organization. We will review how animals regulate their internal environment to control or adapt to changes in temperature, salt levels, nutrients, levels of oxygen and carbon dioxide, and the presence of infectious agents. We will examine the molecular, cellular, and tissue mechanisms that underlie the hormonal, neuronal, and behavioral processes that underlie these responses. We will learn how these systems develop in the embryo. At the population level, we will review evidence for evolution, including the tenets of Darwin's theory of evolution by natural selection. We will also discuss the nature and importance of variation among organisms, stochastic processes in evolution, and modern theories of speciation and macroevolution. Finally, the course addresses ecological aspects of population biology, including patterns and processes that inform the distribution and abundance of biodiversity, population growth, organisms' responses to environmental variation, and interactions among species. 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: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL182Z**

Prereq: **BIOL181Z**

#### **MB&B191 Principles of Biology I--Laboratory**

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.

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&B193 Principles of Biology I Laboratory (Online)**

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-MBB**

Identical With: **BIOL193, NS&B193**

Prereq: **None**

#### **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 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: **0.50**

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 how cells function within the context of the multicellular organism or tissue—an environment that cells regulate as well as respond to. We also focus on the process of scientific discovery in the field of cell biology—how do we know what we know? Hence whilst the textbook will provide background reading, we will also discuss original research in class. We will cover cell and organelle structure and function, trafficking, cell adhesion and motility, proliferation, signal transduction, and cell differentiation, and consider how these processes are integrated to generate coherent cell behaviors, or 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&B223 The Molecular Basis of Cancer**

Cancer is a group of diseases characterized by unregulated cell growth and tissue invasion. This course will focus on the molecular events that lead to cancer. We will cover topics in both molecular and cellular biology and genetics that are relevant to understanding the differences between normal and cancer cells. Particular focus will be placed on oncogenes and tumor suppressor genes, DNA damage responses, the p53 signaling pathway, cell cycle regulation, and the molecular basis of cancer therapies. This course will utilize both the textbook and primary scientific literature in the study of cancer.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **BIOL223**

Prereq: **MB&B181**

**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&B233 Cellular Mechanisms of Gene Regulation and Gene Editing Tools**

This course will explain the mechanisms of gene expression in eukaryotes. Then we will define the main and current techniques used for gene editing (CRISPR/Cas9, TALEN, site director mutagenesis, CRE/Lox recombination). Discussions will include how these technologies can be used to optimize organisms for health, food, and energy applications. Ethical use and current regulations of gene editing tools will also be considered.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Prereq: **MB&B181**

**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&B242 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: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM242**

Prereq: **None**

**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: **0.50**

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: **0.50**

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: **MB&B208**

#### **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: **MB&B507, CHEM507, CHEM307, 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: **MB&B508, CHEM508, PHYS318, PHYS518, CHEM308**

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: **None**

### **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&B311 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. This course emphasizes hands-on computational methodology, bioinformatics data analysis, and interpretation of quantitative information. The primary method of evaluation is through written work and the course will increase students skill in scientific writing and scholarship. Due to the ongoing pandemic, in the Fall of 2020 the course will be all online with both synchronous and asynchronous instruction, discussion groups and cloud based computational projects designed to train transferable skills in big data analysis.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL310, CIS310**

Prereq: **[MB&B181 or BIOL181]**

### **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&B316 Advanced Topics in Structural Biology**

This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B516**

Prereq: **None**

### **MB&B317 Advanced Topics in Recombinant DNA**

The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses

(such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B517**

Prereq: **None**

#### **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**

#### **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. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B535, CHEM335, CHEM535**

Prereq: **MB&B208 OR MB&B325**

#### **MB&B336 Metals, Metalloenzymes, and Disease**

This class will examine primary scientific evidence showing the role of transition metals in the development of various diseases that are established early in development. The course objective is to teach the biochemistry of transition metals in cells and how metal imbalance (absence or overload) leads to various diseases like Wilson, Menkes, mitochondrial myopathies, and even cancer.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B536**

Prereq: **MB&B191 AND MB&B208 AND CHEM251**

#### **MB&B338 Biology and MB&B Symposium I**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL338**

Prereq: **None**

#### **MB&B339 Biology and MB&B Symposium II**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL339, BIOL539, MB&B539**

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]**

#### **MB&B342 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, crisper 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CHEM**

Identical With: **CHEM342, BIOL342, CIS342**

Prereq: **CHEM252 OR MBB208**

#### **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. Theory, methodology, and biophysical concepts are distributed throughout the course.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **CHEM381, MB&B581**

Prereq: **(CHEM251 AND MATH117) OR (CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

#### **MB&B382 Practical NMR**

Nuclear magnetic resonance (NMR) is an extremely powerful and flexible technique that can be used to analyze molecules sized from just a few atoms up to tens of thousands of atoms. This course will provide an introduction to how NMR spectroscopy works and background on the important theoretical aspects relevant for the most common NMR experiments. Time will be spent gaining practical experience in conducting NMR experiments both during and outside class. The ultimate goal of both the theoretical and hands-on sections of this course is to enable you to correctly select and perform NMR experiments necessary to characterize molecules.

In addition to learning how NMR hardware is used to produce spectra, we also cover important tasks like sample preparation and the finer points of data processing that will help you get better data. Beyond simple one-dimensional experiments, we will discuss a number of different multidimensional NMR experiments for determining the structures of small organic molecules, including COSY, HSQC, HMBC, and NOE. Furthermore, you will learn how protein structures are solved using 2D, 3D, and 4D experiments, and how the motion of those proteins can be measured at the atomic level.

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&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: **[(CHEM142 AND CHEM325) OR (CHEM142 AND MB&B208) OR (CHEM142 AND PHYS207)] OR [(CHEM144 AND CHEM325) OR (CHEM144 AND MB&B208) OR (CHEM144 AND PHYS207)]**

**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: **MB&B208**

**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: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B307, CHEM507, CHEM307, 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: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **NSM-CHEM**

Identical With: **MB&B308, CHEM508, PHYS318, PHYS518, CHEM308**

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: **None**

**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&B516 Advanced Topics in Structural Biology**

This course will examine how researchers use the tools of structure determination to explore current fundamental questions in the biological sciences. Beginning with a short history of the field of structure biology, we will examine the benefits and limitations of various techniques used to study protein and DNA structure. We will read primary literary sources on a number of contemporary topics for which structural biology has made important contributions. This may include (but is not limited to) microbial pathogenesis, immunology, gene regulation, membrane protein biology, neurological signaling, signal transduction, and metabolism. This course will explore how the study of structural biology contributes to our understanding and treatment of human diseases, including the development of drugs and other therapeutic interventions.

Offering: **Host**Grading: **A-F**Credits: **0.50**Gen Ed Area: **NSM-MBB**Identical With: **MB&B316**Prereq: **None****MB&B517 Advanced Topics in Recombinant DNA**

The breaking and rejoining of DNA molecules is at the heart of so many cell biological processes, including adaptive immunity, the common emergence of new viral variants (such as the flu), the fundamental life cycle of other viruses (such as retroviruses), the prevention of aneuploidy in reproductive cells, the production of chromosomal rearrangements in cancer cells, and the repair of damaged DNA. Used as a tool by molecular biologists, recombinant DNA has led to tremendous insight into cell function, development, and disease. Recombinant DNA methodology is growing in its capacity to precisely change the genes carried by organisms, which has important implications for both the food industry and medicine. In this half-semester course, we will examine primary literature that touches on how recombination between DNA sequences is utilized within cells and as a research tool by humans to promote new genetic outcomes.

Offering: **Host**Grading: **A-F**Credits: **0.50**Gen Ed Area: **NSM-MBB**Identical With: **MB&B317**Prereq: **None****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), stems 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. We will read current literature that studies the molecular nature of these diseases and discuss the strategies used to detect, identify and study these misfolded proteins in the body and in the test-tube.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B335, CHEM335, CHEM535**

Prereq: **MB&B208 OR MB&B325**

#### **MB&B536 Metals, Metalloenzymes, and Disease**

This class will examine primary scientific evidence showing the role of transition metals in the development of various diseases that are established early in development. The course objective is to teach the biochemistry of transition metals in cells and how metal imbalance (absence or overload) leads to various diseases like Wilson, Menkes, mitochondrial myopathies, and even cancer.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B336**

Prereq: **MB&B191 AND MB&B208 AND CHEM251**

#### **MB&B539 Biology and MB&B Symposium II**

Weekly seminars by distinguished national and international scientists. The seminar series provides an exciting opportunity to hear about advances in research in the life sciences.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL339, BIOL539, MB&B339**

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&B571 Teaching: Techniques and Theory**

This course will help teaching assistants working with the Principles of Biology labs prepare to teach weekly lab sessions. Students will obtain hands-on experience with various techniques in the areas of molecular and cell biology. In addition, best teaching practices will be discussed and students will share their teaching experiences with each other.

This course may be repeated up to two times for credit.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Identical With: **BIOL571**

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. Theory, methodology, and biophysical concepts are distributed throughout the course.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B381, CHEM381**

Prereq: **(CHEM251 AND MATH117) OR (CHEM251 AND MATH120) OR (CHEM251 AND MATH121)**

#### **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: **0.50**

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: **0.50**

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)**

**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)**

# MUSIC (MUSC)

**MUSC102 World Music**

This course will map the world musically by introducing a range of sonic expressions from diverse geographic areas spanning Asia, Africa, Europe, and the Americas. Students will learn about regionally specific concepts of music and sound, types of performance, instruments, and vocal styles, the meanings music carries for its performers and listeners, and the ways in which it is produced and experienced. They will consider the significance of music in forming a sense of place and identity, and trace the journeys and transformations of local musical sounds in contemporary globalized societies. The course will broaden students' understanding of music as a worldwide phenomenon, raise their awareness of cultural processes constructed through music, and provide them with aural and analytical means to recognize and appreciate a wide variety of sonic repertoires and practices among the world's peoples.

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 aurally; 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. 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 developments 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 A Thousand Years of Music History**

This course will offer a history of European art music from the early Middle Ages to the present day. Featured composers will include Hildegard, Machaut, Strozzi, Bach, Handel, Mozart, Beethoven, Debussy, Stravinsky, Beach, and Cage. Students will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. We will explore the technical workings of music and together build a vocabulary for analyzing music and articulating a response to it; music will be interpreted as a cultural phenomenon. By the end of the semester, students should be equipped for a lifetime of informed listening.

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: **OPT**

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: **OPT**

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 portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, 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 analyse 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**

**MUSC116F Visual Sounds: Exploring the Landscape and Architecture of Musical Notation (FYS)**

This course examines a diverse range of musical works, seeing their notation as a process of translation, transformation, provocation, and imagination. Tracing a thread from medieval notations through to contemporary scores, we investigate the shifting tensions between the sonic and the visual over the long arc of music history. Why were sounds inscribed in the 9th century? How do 1960s scores reflect the radicalism of their era? Connections across centuries help shed light on musicians for whom the creative potential of notation surpasses its descriptive and prescriptive functions. Featured composers will include Hildegard of Bingen, Guillaume de Machaut, La Monte Young, George Brecht, Earle Brown, John Cage, Cornelius Cardew, Cathy Berberian, Yoko Ono, Pauline Oliveros, Mark Applebaum, and Claudia Molitor. Complementary materials comprise visual art, concrete poetry, and live theater.

One of the reason composers started to experiment with open 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 of musical notation or instrumental expertise is required.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

**MUSC117 Musicking Body**

'What is this thing called music?' Christopher Small asks in his book 'Musicking' (1998), and observes, 'Music is not a thing at all but an activity, something that people do.' Taking a cue from Small's concept of 'musicking' as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology, and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the

corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC117F Musicking Body (FYS)**

'What is this thing called music?' asks Christopher Small in his book 'Musicking' (1998) and observes, 'Music is not a thing at all but an activity, something that people do.' Taking a cue from Small's concept of 'musicking' as an inherently social and physical process, this course will explore the role of the human body in the act of music performance and the creation of musical meaning. We will discuss interdisciplinary approaches to the study of music as embodied experience, drawing insight from fields as diverse as philosophy, feminist and performance studies, anthropology, ethnochoreology, and ethnomusicology. We will examine the modes, aesthetics, and cultural connotations of bodily expression, movement, and gesture in a variety of music and dance traditions worldwide--from Sufi-shamanic rituals in Central Asia to Indian classical vocal music, and from drumming and martial arts in East Asia to African American popular genres. By engaging with a range of theoretical perspectives and case studies of embodied sounds, we will reflect on the corporeal, sensory aspects of music performance and perception, the tacit nature of learning and transmission, the intersections of human musicking with the environment and technology, and the ways in which the musicking body is entangled with the physical, social, spiritual, and political forces that shape our lives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC118F Bob Dylan and His World: Sources and Legacies (FYS)**

Bob Dylan's songwriting, recordings, and performances in the 1960s are widely recognized as causing a seismic shift in American music and in the youth counterculture. He did not exist in a vacuum, though, and drew deep from the wells represented by songwriter Woody Guthrie, mountain ballad singer Jean Ritchie, and blues musician Robert Johnson, among many others. His meeting with the Beatles and subsequent world tour with the Band caused unforeseen reverberations, such as the Beatles moving into increasingly sophisticated lyrical territory and Aretha Franklin covering a song by the Band. Many artists covered Dylan songs early on (Stevie Wonder, Sam Cooke, the Byrds, and Sonny and Cher), and many credited Dylan with opening up new avenues of creative expression, including Joni Mitchell, who has been recognized as one of the most inspiring and accomplished singer-songwriters of any era. In this course we will explore (1) the sources of Dylan's art; (2) Dylan's albums, performances, and films throughout his career, with a primary focus on the 1960s; and (3) artists who have been touched by Dylan's legacy, including those outside of North America. We bypass hero worship in favor of understanding cultural and social currents that enable individuals like Dylan to blossom. In addition to collecting, interpreting, analyzing, and presenting evidence as part of written scholarly arguments, which will be stressed throughout the semester, either the midterm or final project may take the form of a creative work other than a paper.

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**

Prereq: **None**

#### **MUSC124F Mapping Culture (FYS)**

What is a culture, how can it be intimately wrapped up in a location, and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--'location, location, location' and 'All politics is local'--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location. From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip-hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti) and social formations. Haight Ashbury (San Francisco) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models as students embark on their own to map out a culture of their choice as their midterm and final projects, using Google maps, Story Maps, or some other interactive multimedia format. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.

Offering: **Host**



Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

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**

#### **MUSC125F Music and Downtown New York, 1950-1970 (FYS)**

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**

#### **MUSC126F Poetry and Song (FYS)**

Students will read poems by major poets in English (including Yeats, Shelley, Shakespeare, many living poets) and study settings of these poets by composers (Ives, Barber, Britten, etc.). We will also study the lyrics of many recent popular songs that can be read as poetry, including lyrics of Steely Dan, Patti Smith, and of course The Beatles. The final topic of the class will be, pro and con--did Bob Dylan deserve the Nobel Prize for Literature?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC127 Popular Music in Reform China**

This course offers students opportunities to explore aesthetic, political, and cultural meanings expressed in China's popular music from the 1980s to the present. Understand the emotional aspect of reform China and the inner feelings of contemporary Chinese people through popular music, from Mandopop, Cantopop, and C-pop to Chinese rock, China Wind, and Chinese rap. Popular music in reform China presents complex issues of state-sponsored popular culture intersecting with 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 contemporary sound and technology. We will consider: Why do songs from the 'jazz capital of the Orient' trigger nostalgia? Why did an 'extremely soft and feminine' voice from Taiwan threaten the Chinese Communist Party? Why did 'red songs' from the Cultural Revolution era become popular songs in the 21st century? How do underground rock and punk bands negotiate their existence? How is rap in China different from that of the US or anywhere else? How do Chinese artists deal with political censorship, social justice, (trans)gender, ethnic minority identity, and environmental issues in popular music? What future is there for China's burgeoning 'networksongs'?

Knowledge of Chinese language is not necessary. Music materials in the course are drawn from the Sinophone world (mainland China, Hong Kong, Taiwan, and the Chinese diaspora).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS259**

Prereq: **None**

#### **MUSC128F Music and the Moving Image: From Music Video to Film to Digital Media (FYS)**

On August 1, 1981--the day that a cable TV channel playing music videos 24/7 made its debut--the inaugural video aired on MTV by the band The Buggles announced to viewers, 'Video Killed the Radio Star.' Since the launch of MTV, music videos have shaped popular culture, and their production, narrative, multimodal, and editing aesthetics have influenced other musical screen media, including film, commercials, television title sequences and end credits, film trailers, live concert films, video games, YouTube fan remixes and more. The development of digital new media technologies made the production technologies once only accessible to commercial record labels and production companies available to fans and consumers on their computers, cameras, and mobile media devices. This course explores the relationships between music and moving images (e.g. television, film, computer, video games, mobile media, digital media), and how the music video format has influenced modes of music making, performance, reception, and circulation. Music videos have shaped the aesthetic style of a wide range of screen media genres, serving as a form of branding popular music and artists, introducing experimental and avant-garde techniques to a mass audience, and facilitating participatory fan musicking. This course thinks deeply about several key issues concerning music and moving images (e.g. virtuality, identity politics, cross-cultural exchange, participatory musicking, fandom, virtuosity, adaptation, branding, liveness, nostalgia), examining how screen media with their visual and auditory content can be listened to and read as cultural texts.

Case studies in this seminar range from the history, genre expectations, and experimentalism of music videos to ethnographic filmmaking, from the visual album (Beyoncé's LEMONADE) to fan produced video game music machinima, from the sound design of documentary film to the movie musical, from Hollywood compilation soundtracks to the pace, camera angles, and dance sequences of post-MTV Bollywood film, from 8-bit video game sound to the music pedagogy of children's television programs (Sesame Street's 'Geometry of Circles' scored by Philip Glass), and from the use of pre-existing music in television commercials (United Airlines' use of George Gershwin's RHAPSODY IN BLUE, Michael Jackson's 'Billie Jean/New Generation' for Pepsi), video games (ETERNAL SONATA, TETRIS), and mobile media apps (the Clapping Music app, the John Cage Prepared Piano app) to expressions of Indigenous musical modernity (Tanya Tagaq's multimedia collaboration NANOOK, the Anishinaabe singing mobile game app HONOUR WATER, the soundscapes of the Iñupiat Alaskan Native video game NEVER ALONE).

Offering: **Host**



Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

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 Elizabet 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) with forays into theories of world musics, experimental notation, 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: **MUSC109 OR 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: **MUSC201**

#### **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, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, 'I Want/I Am' songs, extended musical sequences, act one finales, 11 o'clock numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the 'rules' to suit their own creative instincts.

Offering: **Crosslisting**

Grading: **OPT**

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 Allegory and Devotion in Medieval and Renaissance Music**

This course investigates the mystical and visionary aspects of religious music alongside the secular development of the vernacular love lyric. We explore tensions between individual and communal practices, authorship and artistry, power and politics, and the multiple social functions of music-making. Students learn about the musical legacy from Ancient Greece, tracing its influence through the Middle Ages to the end of the Renaissance. We cover the music of worship, romance, public ceremony, and private entertainment, observing the shifting balance between innovation and tradition. We study the relationship of notational systems to memory, become familiar with cultures that are remote from ours, and gain a historical respect for difference. By engaging with the deep past, you acquire skills not only to appreciate the musical creativity of a millennium ago, but also to better understand social and cultural distances in the modern world.

The course material will be presented through lectures and discussion, listening assignments, singing, and readings. Weekly lab sessions go over technical terminology and address the challenges that arise. The lab also facilitates reviews for quizzes and provides coaching in essay writing, research skills, and the development of analytical listening.

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. In addition to music written in Europe, we will also together investigate music written in the Spanish colonies of South America during the 18th century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC243 Music of the 19th Century**

The nineteenth century is a time of great change--politically, socially and artistically. We will study many of the major composers, and major trends, through their relationship to Richard Wagner. Wagner's life intersects with almost every major figure in nineteenth century music, in one way or another, and his legacy defines much of the twentieth century, extending all the

way to today. In addition to European composers, we will study selected composers in the United States as well. Europeans include Beethoven, Chopin, Berlioz, Schubert, Liszt, Louise Ferenc, Brahms, Arthur Sullivan, and Hugo Wolf. Americans include Frank Johnson (the first published African American composer), Louis Moreau Gottschalk, and 'the Beethoven of America,' Anthony Philip Heinrich.

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**

#### **MUSC248 Music in Outer Space**

Very few people have traveled out of the Earth's atmosphere, but many composers have voyaged extensively in the conceptual realms of outer space. Throughout human history, musicians have been inspired by the 'harmony of the spheres,' knowledge of the universe, celestial bodies, and planetary

motion. From Pythagoras, Boethius, Philippe de Vitry, John Dunstaple, Johannes Kepler, Gustav Holst, Györgi Ligeti, John Cage, Judith Weir, Alvin Lucier, Brian Eno, Karlheinz Stockhausen, Sun Ra, and Jeff Mills to the 1977 Voyager Golden Record, Hawkwind, David Bowie, the Grateful Dead, Pink Floyd, John Williams, Kraftwerk, and the Beastie Boys, we explore the importance of constellations to musical creativity, and the ways in which cosmic sounds have influenced artists. The course will approach the topic through various interpretative lenses. Readings are drawn from a wide range of sources--theoretical, scientific, poetic, and experiential. Discussion topics will include theories relating to the music of the spheres, the study of geometry and proportion, astro-acoustics, sonification, the use of metaphor (in naming the planets in our solar system, lunar and solar imagery), and the influence of imagined and documented sounds of space on composers past and present. Students will each construct their own soundscape of space in the near future. Musicians, astronomers, theorists, and composers: All are welcome.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC249 Calderwood Seminar in Public Writing: Music Journalism and Public Musicology**

The internet has revolutionized how people consume music, along with the ways people read and write about it. This upper-level course will offer an introduction to music journalism and the relationship of public musicology to contemporary life. It looks at the history and function of music criticism, different kinds of writing about music, changing perceptions of music as a public art-form, and the role of cultural policy in the creation and maintenance of public musical institutions. In addition to reviewing recordings, live events, and books on music, students will have the opportunity to engage with professional music journalists, and produce a short radio feature in collaboration with WESU (88.1).

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**

#### **MUSC262 Korean Music from Shamanism to Television (CLAC.50)**

This course is open to intermediate learners, advanced learners, and native speakers. The discussion topics will be broadly approached, utilizing various music video examples as vehicles to deeper social, religious, and cultural understanding. These various music examples are from ancient to current Korean music practices. Historically, Korean music was integrated with dance, literature, art, song, and ceremony. Therefore, music (sound) was not separated from other elements but was essential to daily life, community activities, religious practice, artistic collaboration, costumes, food, and the very soul of the Korean people. Traditional Korean music is imbued with the history of court ritual, folk village stories, and myths, in addition to religious rituals of Confucianism, shamanism, and Buddhism. The music is central to a broad range of cultural, social, and humanitarian aspects of Korean life.

Korean traditional music has been evolving for over 2,000 years, and it is now rapidly

moving in many directions with contemporary life and influence from Western culture.

Historically, music was created as a group activity by village people oftentimes working with a spiritual leader shaman. Currently, the most acceptable music is created and performed by individual performers as a repertoire for TV programs. In the 21st century, as society changes, Korean music is changing also, with differing values of popular culture brought in through recordings, film, and of course the internet. Young musicians go beyond traditional music and are developing a new repertoire that mixes Western instruments or electronics with various traditional instruments. This is a new Korean identity. Newly created Korean ensembles and bands such as K-pop are successfully beginning to dominate the international music scene. In contrast to the formerly inner-looking 'Hermit Kingdom,' Korea has now entered into instant global communications with the production of more individual music in various styles.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-MUSC**

Identical With: **CGST262, KREA262**

Prereq: **None**

#### **MUSC264 Singing in a Strange Land: An Examination of the History of Black Sacred Songs**

This new course (developed as alternative to Ebony Singers during COVID-19) is a brief survey of the history of African American sacred music from slavery to the present. Much attention will be paid to the direct experience of listening to music and the inspiration derived therefrom. Class consists of lectures, listening labs, and impression papers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **MUSC448**



**MUSC265 African Presences I: Music in Africa**

This is a team-taught course, with instructors Charry and Dankwa bringing their complementary areas of expertise for a wide-ranging, interactive, and engaging immersion into the music, history, and cultures of Africa. We will explore the diversity of musical expression throughout the African continent with a combination of intensive reading, listening to recordings, viewing videos, discussion, and hands-on performance (all levels welcome). We will survey the continent as a whole, explore regional features, discuss in depth specific pieces, genres, and countries, and look at the social and political horizons of music, including its role in everyday life and rituals and how musical experiences have changed in contemporary life. We will also explore the presence of African music in social media, including the spread and impact of African rap and hip hop.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

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**

**MUSC272 History of Jazz in American Culture**

This course will provide students with a broad-based literacy in the history of jazz while examining its significance and impact within American culture. As a musical style, jazz has been a staging ground for working out some of the most defining issues and aspects of American culture, including the dynamics of race relations, the articulation of gender roles and class distinctions, artistic expressions of freedom and democracy, the creative possibilities of the encounter of European- and African-based cultures on American soil, assimilation versus appropriation, and an extraordinarily influential aesthetic of cool. Jazz was the dance and listening music of choice for most Americans from the 1920s through the '50s, until it was displaced and pushed to the margins by rock and soul in the 1960s. But it has remained an inspiration for diverse artists in rock and rap up to the present day, including Kendrick Lamar's jazz-drenched 'To Pimp A Butterfly' and Janelle Monae's 21st-century Afrofuturism deeply indebted to Sun Ra.

We will explore the early 20th-century origins of jazz in New Orleans, its rise as America's popular dance music in the 1920s and '30s, a shift to a more concert art-oriented form in the 1940s and '50s (representing the epitome of cool and hipness), avant-garde expressions of the 1960s (representing a new kind of universal spirituality), its move into rock and the growth of artist-based collectives of the 1970s, and its emergence in hip-hop samples in the 1990s. We will learn about major artists and their classic recordings, including Billie Holiday, Thelonious Monk, John Coltrane, and Miles Davis, among many others, as well as new directions from recent generations (bringing in guest music department faculty). We will immerse ourselves in a combination of listening to recordings, viewing videos, reading, discussion, and in-class performances. Throughout the semester we will pursue the parallel goals of using jazz history to understand American history and vice versa. This is a jazz history course with a difference, able to accommodate curious newcomers as well as aficionados and those interested in social and cultural dynamics as well as the musical materials.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AMST283, AFAM272**

Prereq: **None**

**MUSC274 Hymnody in the United States Before the Civil War**

This course will examine the singing of hymns and psalms in the United States, concentrating on the first half of the 19th century. Three parallel traditions will be examined: Anglo-American psalmody, as exemplified in *The Sacred Harp*; the African-American spiritual, as documented in 'Slave Songs of the United States'; and Native American hymn tunes as exemplified in the music of the Brothertown Indian Nation.

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 (the 1950s and 60s): 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**

**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**

#### **MUSC278Z 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**

#### **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 Animinities**

'Animinities' 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: **ENVS287**

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: **ENVS288**

Prereq: **None**

#### **MUSC290 Research Skills in Ethnomusicology--IRL & Digital**

This course provides an introduction to research methods in ethnomusicology, a discipline that studies all types of music (and sound), both in real life and digital, from diverse humanistic and social scientific perspectives. The course is organized around weekly hands-on exploratory and empirical mini projects moving from virtual field to real-world fieldwork to interviewing musicians to digital sound-mapping and music video editing, from learning about Wesleyan's wide-ranging music ensembles to writing album reviews to 'composing' an ethnography, which will offer orientation to a discipline that has been central to Wesleyan's approach to music and sound for over 50 years.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **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 Western art music, popular music, and world music. Drawing upon 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**

#### **MUSC293 Mapping Culture**

What is a culture? How can it be intimately wrapped up in a location and how can that be mapped out to better understand its inner workings? In the face of globalization and pervasive online communities, what can conventional wisdom--'location, location, location' and 'all politics is local'--tell us about the importance of actual places in cultural formations? We will first orient ourselves with a wide range of music-mapping projects, as well as projects that directly address the significance of a location (Nile Project, Playing for Change). From a base in the interdisciplinary field of ethnomusicology, we will then examine how scenes and subcultures can congeal in particular places and times, mapping them in New York City's Lower East Side (punk), Greenwich Village (urban folk revival), and South Bronx (early hip hop). Deploying a broad conception of culture, we will cover other art forms (e.g., graffiti and other street art) and social formations. Haight-Ashbury (SF) 1960s counterculture, Laurel Canyon (L.A.) 1970s singer-songwriters, Chicago 1980s post-disco house, and London 1980s post-punk goth will provide complementary case studies. These examples will provide models before students embark on their own to map out a culture of their choice as their final project, using either Google Maps or Story Maps. Readings on theories of place and of subcultures will provide blueprints for issues to be explored, including how group identity and a sense of community can be locally constructed and the significance of physical in-person contact in a world of increasingly virtual relationships.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

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**

#### **MUSC296 Soundscapes of Islam**

From the melodious recitation of the Qur'an and Sufi-inspired sung poetry to popular soundtracks of religious revival and resistance, the world of Islam has generated myriad sonic expressions across its diverse historical and geocultural milieus. While recognized for its affective and transformative powers, music has also been the subject of a longstanding polemic in Islamic societies, its moral and ethical status being debated and contested. This course will survey the soundscapes and ideoscapes of Islam, exploring the manifold roles and meanings assigned to music among Muslim communities. It will examine a range of sound practices and related discourses to discover the ways in which locally distinct religious and social customs have shaped concepts of music and sonic articulations of Muslim identity. We will locate the varied and shifting attitudes toward music and musicians within the context of political censorship, colonialism, nationalism, and cosmopolitan modernity, and consider the impact of current conflicts and migratory processes on the local-global circulation of religious ideologies and sounds. Drawing from selected case studies of sacred and secular performance, we will explore the musical construction of gender, place, and architecture; the role of media in the formation of Muslim 'counterpublics'; and the mediation of aesthetic sensibilities through style. Topics covered will include: views on music within the Islamic tradition (the Qur'an and Sunna, shari'a law, theology, and Sufism); philosophies and cosmologies of music in Islam; music at the courts of Islamic rulers; religious chant and art singing in the Middle East; sound, healing, and exorcism in North Africa; ritual, devotional, and mystical practices in Central Asia; Islamic performing arts in Indonesia; Sufi world music and Muslim pop and hip-hop across Asia and Africa, and among immigrants and refugees in Europe and North America. Throughout the course, Islam will be encountered as a widely diverse spiritual and sociocultural system that has been a source and stimulus for creativity among Muslim peoples worldwide.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC297 Music of Central Asia**

This course offers an introduction to the musical traditions of Central Asia, including the former Soviet republics of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan, and Azerbaijan, Mongolia, and the Xinjiang province of China. The musical landscape of the region will be mapped through major performance repertoires, genres, styles, and instruments in the two sociocultural realms: the nomadic world and the world of sedentary-dwellers. The roles and status of musicians, and the aesthetics and meanings of sound will be explored in relation to wider aspects of culture and social life, and the relationship

between Islam and local spiritual beliefs. The dynamics of musical change and the interplay of tradition and innovation in contemporary creativity will be considered in light of the region's political history and connections with contiguous geographical areas (East, South, and West Asia, Eastern Europe), the impact of socialist policies and nation-building in post-Soviet states, and the effects of globalization, migratory processes, and cultural revitalization initiatives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **REES297, RUSS297**

Prereq: **None**

#### **MUSC300 Seminar for Music Majors**

This course may be repeated for credit.

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**

#### **MUSC308 Composition in the Arts**

Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By 'site,' we mean a semantic field extending through corporeal, environmental, and social dimensions. By 'information,' we mean representations abstracted from sites, 'meaningless' when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **ARST308, THEA308**

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. Permission of the instructor is required. 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. This course may be repeated four times for credit towards graduation regardless of section or combination of sections.

Course Fee: \$780 for 12 one-hour lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details.

Private music lessons (alphabetical by instrument):

405-35 Stan Scott BANJO

405-01 Roy Wiseman BASS

405-02 Garrett Bennett BASSOON

405-03 Julie Ribchinsky CELLO

405-32 Charlie Suriyakham CLARINET

405-05 Pheeroan Aklafl DRUMS

405-36 Craig Edwards TRADITIONAL FIDDLE

405-06 Sarah Stockton FLUTE

405-07 Robert Hoyle FRENCH HORN

405-08 Cem Duruoz GUITAR

405-10 Tony Lombardozzi GUITAR, JAZZ & BLUES

405-04 Scott Kessel HAND PERCUSSION

405-11 Megan Sesma HARP, CLASSICAL & FOLK

405-30 Garrett Groesbeck KOTO

405-35 Stan Scott MANDOLIN/NORTH INDIAN VOCAL/GUITAR

405-13 Libby Van Cleve OBOE

405-14 Eugene Bozzi PERCUSSION

405-16 Carolyn Halsted PIANO

405-17 Yvonne Troxler PIANO

405-18 Fred Simmons PIANO, JAZZ

405-19 Garrett Bennett SAXOPHONE

405-27 Matthew Russo TROMBONE

405-22 Nancy Brown TRUMPET, CLASSICAL

405-23 Allison Lazur TUBA

405-24 Marvin Warshaw VIOLA

405-25 Perry Elliot VIOLIN PERFORMANCE

405-26 Priscilla Gale VOICE

405-29 Chai-Lun Yueh VOICE

405-38 Giacomo Gates VOICE, JAZZ

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. Music majors may count two semesters of MUSC406 towards their performance credits of the music major.

Private instrumental and vocal lessons meet for one hour weekly at regularly scheduled times. Permission of the instructor is required. 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. This course may be repeated four times for credit towards graduation regardless of section or combination of sections.

Course Fee: \$780 for 12 one-hour lessons billed through the Student Account. Financial support may be available for those who qualify. Please see the Music Department web site under Private Lessons for details. A waiver for a portion of the private lessons fee is available for junior and senior music majors.

Private music lessons (alphabetical by instrument):

406-35 Stan Scott BANJO

406-01 Roy Wiseman BASS

406-02 Garrett Bennett BASSOON

406-03 Julie Ribchinsky CELLO

406-32 Charlie Suriyakham CLARINET

406-05 Pheeroan Aklafl DRUMS

406-36 Craig Edwards TRADITIONAL FIDDLE

406-06 Sarah Stockton FLUTE

406-07 Robert Hoyle FRENCH HORN

406-08 Cem Duruoz GUITAR

406-10 Tony Lombardozzi GUITAR, JAZZ & BLUES

406-04 Scott Kessel HAND PERCUSSION

406-11 Megan Sesma HARP, CLASSICAL & FOLK

406-30 Garrett Groesbeck KOTO

406-35 Stan Scott MANDOLIN/NORTH INDIAN VOCAL/GUITAR

406-13 Libby Van Cleve OBOE

406-14 Eugene Bozzi PERCUSSION

406-16 Carolyn Halsted PIANO

406-17 Yvonne Troxler PIANO

406-18 Fred Simmons PIANO, JAZZ

406-19 Garrett Bennett SAXOPHONE

406-27 Matthew Russo TROMBONE

406-22 Nancy Brown TRUMPET, CLASSICAL

406-23 Allison Lazur TUBA

406-24 Marvin Warshaw VIOLA

406-25 Perry Elliot VIOLIN PERFORMANCE

406-26 Priscilla Gale VOICE

406-29 Chai-Lun Yueh VOICE

406-38 Giacomo Gates VOICE, JAZZ

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 janggu drum. Students will learn to play a range of percussion instruments including janggu, barrel drum (buk), hand gong (kwenggari), and suspended gong (jing).

Through the janggu, drumming students gain first-hand experience with the role music plays in meditation and the benefits it offers to develop a calm, focused group experience. In the end they integrate their focused mind, physical body energy, and breathing through a stream of repetitive rhythmic cycles.

The students will be introduced to traditional folk and court styles of janggu drumming. The ensemble plays pieces derived from tradition and new ideas, and creates new works exploring imaginative sounds on their instruments. If there is an opportunity during the semester, the students will have a creative collaboration with a dancer(s) or musician(s) from other cultures. The ensemble will experience a deep respect for the diverse cultural backgrounds of the students developed from the efforts of teamwork and creating music together through Korean drumming. The semester will end with a live performance for the public.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS413**

Prereq: **None**

#### **MUSC414 Korean Drumming and Creative Music Advanced**

This class offers more advanced techniques for those students who have taken the beginner course or who have some basic experiences in Korean drumming. Attendance and additional practice time is mandatory. In comparison to the beginner class, the advanced class will play rapid, vigorous, and seamless rhythmic patterns on janggu, buk, and kwenggari. Students are expected to be creative in utilizing materials given during the semester.

Each student will focus on a lengthy solo work on any of these instruments, as well as ensemble playing. Students will explore both traditional and new emerging styles of Korean drumming. In the end, they will integrate their solos in the ensemble piece and create a new piece. The ensemble will experience a deeper level of drumming from contributing solo work to the ensemble and the efforts of teamwork. They will learn about group activity in music-making through sharing ideas and assisting each other. The semester will end with a live performance(s) for the public.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CEAS414**

Prereq: **MUSC413**

#### **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 Japanese performance arts through learning basic taiko technique and one or two pieces on the Japanese taiko drum. 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 more advanced techniques in taiko drumming by learning pieces from the Matsuri and kumi daiko performance repertoires.

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**

Wesleyan Chinese Music Ensemble is a performance group dedicated to exploring the modern Chinese ensemble and a variety of Chinese music styles. It is made up of a number of traditional Chinese instruments, including plucked lutes and zithers, hammered dulcimer, bowered fiddles, bamboo and reed flutes, and percussions. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances. 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: **OPT**

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: **OPT**

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 repertoire from the 18th century to the present day, 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 healthy singing, musical style, performance practice, musical independence, and performance techniques. 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. Students also attend a weekly sectional rehearsal, scheduled according to availability by voice part.

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 is a student-community ensemble that is open to everyone with a passion for orchestral literature and an intermediate-to-advanced skill level of performance on an orchestral instrument: Wesleyan music majors, nonmajors, faculty and staff, and community musicians. The orchestra performs music from all genres and time periods, ranging from the 18th-century 'classics' to the contemporary academic and popular compositions.

The orchestra presents four hour-long concerts each year:

Middle of October: a 'masterworks' program, featuring one of the department's private lessons teachers, or a guest artist, as a soloist

Early December: a program of popular, film, and holiday music

Early March: Children's Concert

Early May: a 'masterworks' program, featuring the winner(s) of the annual Wesleyan Concerto Competition

The Orchestra occasionally collaborates with the Wesleyan Concert Choir.

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 Piping Performance: An Exploration of Artistic Expression through the Pipe Organ**

With the ability to create the most delicate and jarring of timbres, and to fill the space with 'other-worldly' soundscapes, the pipe organ is a vehicle that transports one toward artistic and musical growth. This course will introduce students to the history and development of the instrument, while fostering other musical skills and studies that assist each student to find their voice as an artist-creator.

This multi-track course allows students to select their focus in one or more organ-related disciplines: improvisation, composition, performance practice, repertoire playing, church music, musicological research, etc. Students utilize their growing knowledge of the organ to complete three musical performance or research-related projects that they develop over the course of the semester. Final projects are publicly presented. A lab time in the form of private lessons, consultation, and individual practice is required.

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**

**MUSC444 African Popular Music Performance**

This course aims at bringing together students with diverse musical skills to explore the riches of African popular music (broadly defined to include a range of styles such as highlife, hiplife, hip-hop, dancehall, reggae, azonto, and gospel highlife) through performance. Popular music, first and foremost, is an urban genre. Its origins go back to the early 1900s when, as a result of European presence in the coastal areas of West Africa, and later spreading to other parts of the continent, new musical instruments, ideas, and imaginings became available. Today, popular music is the driving force of the music industry in Africa. Through intensive studio practice, reading, listening, viewing, and individual and group rehearsals, the goal of the course is twofold: to develop proficiency in African pop music performance; and to become familiar with the intellectual discourse on African popular music, its interactions with traditional African music, and its role in the formation of generational identities. The course is fundamentally performance-based; hence, enrollment is limited to skilled musicians with some proficiency in sound engineering/production, composition, singing, raps, guitar-playing, keyboard, drum sets, bass guitars, trumpets, trombones, and other melodic/harmonic, and percussion instruments. Midterm and end-of-semester projects will include group productions and public concerts, resulting in an album release featuring works by faculty and students.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

**MUSC445 West African Music and Culture--Beginners**

This is a performance-based course that focuses on West African music. The 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: **A-F**

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: **A-F**

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. Complex repertoire is learned and brought to a higher performing standard. 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: **A-F**

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**

#### **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**

Identical With: **AFAM450**

Prereq: **None**

#### **MUSC451 Javanese Gamelan--Beginners**

Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. The main content of the course is the instruction of various levels of difficulty in the playing techniques of different instruments and singing. 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**

Dominated by colorful bronze percussion instruments, the Gamelan ensemble features gongs, bronze and wooden xylophones, drums, and vocalists. Other instruments include bowed- and plucked-string instrument and flute. Some of the instruments date back to the 12th century in Java, Indonesia. This course is advanced-level performance of central Javanese gamelan. Emphasis on the classical repertoire.

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 Wesleyan New Music Ensemble I**

This ensemble class offers a unique opportunity for graduate and undergraduate performers and composers to explore and perform various acoustic and

electroacoustic works composed by composers of avant-garde and experimental music in America after 1950. Additionally, composers who are enrolled in the course may be asked to create pieces that are specifically designed for any number of the ensemble participants. Through extensive large ensemble rehearsals and small group rehearsal labs that will culminate in a performance (or a series of performances), students will develop a deep understanding and appreciation of contemporary music performance techniques and collaborative processes. Students will gain skills that pertain to the reading of scores, the execution of complex rhythmic and melodic passages, music composed using graphic and/or textual notation, event scores, and extended instrumental performance techniques. Advanced Western musical literacy is required in order to succeed in this course. All instrumentalists (including those specializing in the human voice) are encouraged to participate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AFAM388**

Prereq: **None**

#### **MUSC460 Wesleyan New Music Ensemble II**

This ensemble class offers a unique opportunity for graduate and undergraduate performers and composers to explore and perform various acoustic and electroacoustic works composed by various composers of avant-garde and experimental music in America after 1950. Additionally, composers who are enrolled in the course may be asked to compose pieces that are specifically designed for any number of the ensemble participants. Through extensive large ensemble rehearsals and small group rehearsal labs that will culminate in a performance (or a series of performances), students will develop a deep understanding and appreciation of contemporary music performance techniques and collaborative processes. It is expected that students will gain skills that pertain to the reading of scores, the execution of complex rhythmic and melodic passages, music composed using graphic and/or textual notation, event scores, and extended instrumental performance techniques. Advanced Western musical literacy is required in order to succeed in this course. All instrumentalists (including the human voice) are encouraged to participate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **AFAM389**

Prereq: **None**

#### **MUSC461 Sound Systems: The How of Hearing**

Since the late 19th century artists, corporations and composers have all proposed, developed, presented, and occasionally commercialized physical systems that reconfigure how sound can be experienced. The early impact of the entertainment industry ranged from the introduction of stereo to movie theaters in Walt Disney's *Fantasia* to the development of close miking for the crooning of Bing Crosby to McCune sound service's introduction of stage monitors for the benefit of Judy Garland. Artists and composers used related methods to propose entirely new understandings of how music can be. Futurist Luigi Russolo's *Intonarumori* of 1913 proposed an Art of Noise, while Pauline Oliveros' concept of deep listening developed listening as a foundational form of music making. R. Murray Schafer's concepts of soundscape and acoustic ecology project a music of environmental relations mediated through sound, while Maryanne Amacher's sound characters create individual sounds understood as capable development and change beyond the expanse of any one performance or composition.

This class will be a performing ensemble focused on 'sound systems' as musical instruments and musical practices performing live and fixed media sound pieces through sound systems we will configure for different sites on campus. Together with developing the technical skills required to mount these pieces, we will

also investigate and discuss the varied musical, social, acoustical, and psycho-acoustical understandings of music and sound that influenced their shaping.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CHUM347**

Prereq: **MUSC109**

#### **MUSC463 Teaching Music Lessons to Children in Local Schools**

This is a service-learning course. Wesleyan students will teach private and small group music lessons to local children in an appropriate venue. 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&ES500, 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, 'think pieces' 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 provides a broad introduction to the research methods of ethnomusicology. The theory and practice of musical ethnography are examined, including fieldwork techniques (interviewing, data collection, audiovisual documentation, participant observation), ethnographic writing, research ethics and representation, insider/outsider perspectives, bimusicality, and approaches to the transcription and analysis of musical sound. Students gain an understanding of the historical development of ethnomusicology and its relationship to allied disciplines such as musicology and anthropology, become familiar with the work of prominent scholars in the field, and acquire the practical skills of ethnography-based research.

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 Graduate Seminar in Composition II**

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**

#### **MUSC515 Mapping Music as/in Motion: The Cartographies and Circulation of Aural Culture**

Music circulates, moves, and is mapped through places, pathways, materials, bodies, and technologies. Together, we will encounter a series of conceptual frameworks and case studies that map the nodes, pathways, boundaries, and movements of sonic phenomena and musical life. How do the movements of music and musicians, the places they occupy, and the boundaries they negotiate communicate spatial information about music practices? How they circulate physically and virtually? What are the different methods that ethnomusicologists use to represent and map these circulating sounds? This seminar not only discusses the physical cartography and circulation of music cultures, but also, the virtual spaces music moves through. In the opening decades of the 21st century, new media practices and Web 2.0 modalities (e.g. Spotify, YouTube, Twitter, Facebook) have enabled new cartographies, patterns, and pathways of circulation, and engendered new approaches to participatory musicking. The seminar also raises questions of how technologies and modes of mobility interface with categories of identity, race, and gender.

In-class discussions foreground the role of movement and how musical movement is mapped and represented. The seminar addresses such topics as: musical movements by way of travel, habitation, refuge, trade, ghettoization, migration, or telecommunication; sonic geography; the ways sounds and music flow and vibrate through, in, and among places (e.g. urban streets and neighborhoods, spaces of protest, music scenes, performance venues); composition as travel writing; why some musics and musical actors are more mobile than others; how travel and migration shape music-making and musical senses of place; how the maps and cartographic representations of places

are redrawn as music and musical actors move and aural culture makes claims to space; the place of border theory, cartography, migration studies, transnationalism, and human geography in ethnomusicology; the impact of travel, tourism, festivals, and tours on local music scenes; mobile media and technologies; how subversive and DIY cartographies of music cultures and their movements offer alternative representations to conventional social and political customs; and how the spatiality and materiality of musical mobility is experienced through aural, tactile, visual, and haptic sensations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Prereq: **None**

#### **MUSC517 Sex/Gender/Queerness in Music and Music Scholarship**

This seminar is designed to involve all music graduate students, namely students in composition, ethnomusicology, and performance concentrations, from both MA or PhD programs. This course will examine the major ideas in the recent feminist, gender, and queer studies in the fields of composition, ethnomusicology, musicology, and popular music studies. The class will explore varied approaches in critical re/presentation of femininity/masculinity/transgender/queerness in composing, listening, performing, and analyzing music and sound. We will consider the significance of engaging feminism, gender studies, and queer studies in our varied relations with music. In so doing, each member of the class will have the opportunity to design their own final creative project and to develop a dialogue with the ideas presented in the readings.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

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**

What is Musicology? How and why do scholars write about music? This course will address the issues involved in making music a scholarly object of inquiry. It examines the methodologies through which scholarship has been constructed (e.g., archival research, reception history, historiography, practice-led research) and assesses their broader application. The course will be structured around a central point of reference--the musical work, music and the cosmos, notation, ontologies of sound, or performance studies. The chosen topic will serve as a prism through which musicological debate can be understood, and contrasted with ethnomusicological and other approaches.

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**

In this seminar we will take a deep dive into historical texts of music theory from the 18th, 19th, and early 20th centuries. Because of its significant overlaps with physics, acoustics, aesthetics, and philosophy, music theory can serve as an important site for any inquiry into the history of ideas. Particularly distinctive in music theory of the 18th century and beyond are the linkages that join the empirical and physical sciences with speculative discourses on beauty and subjectivity. In addition to covering major figures in the canonic history of Western music theory after 1700, this seminar will focus in particular on moments of colonial encounter and exchange that occurred through music theory; our aim will be to understand how the modern, Western self was in part fashioned through its investigation of non-Western musical systems. For their final papers, students are encouraged to draw on their own research interests, placing them in dialogue with the historical texts and methodological concerns that we will explore together this semester.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

#### **MUSC530 Department of Music Colloquium**

This lecture series showcases new work by performers, composers, and scholars in ethnomusicology, musicology, music theory, sound art, and cultural history. The colloquia also invite dialogue with professionals working in arts education, curation, and administration. Typically, a 45-minute 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&B193 Principles of Biology I Laboratory (Online)**

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, and spectrophotometry.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **NSM-MBB**

Identical With: **MB&B193, BIOL193**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC210**

Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201)**

#### **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: **OPT**

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: **OPT**

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: **Crosslisting**

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: **OPT**

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&B244 Neuropharmacology**

This course will introduce students to the physiological and molecular effects of drugs on neuronal activity and behavior. We will cover key concepts in neuropharmacology, including pharmacokinetics and pharmacodynamics, alongside techniques used in modern pharmacotherapeutic discovery as it relates to the treatment of neurological and neuropsychiatric disease. Student assessment will include in-class quizzes and exams.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL244, BIOL544**

Prereq: **BIOL182 AND NS&B213**

#### **NS&B245 Cellular Neurophysiology**

This neurophysiology course is mostly a study of how neurons send, receive, and integrate the signals that produce nervous system activity. Using the tools of electrophysiology (the electrical recording and manipulation of neurons), we can better understand synaptic plasticity, neuronal oscillations, and network activity. In the last module of the course, students will use their knowledge of a diversity of voltage-gated channels, neurotransmitter systems, and neuron categories to better understand the neurophysiology of epileptic seizures and sensorimotor systems and locomotion. We will also examine articles about human-machine interfaces that are being developed in the diagnosis and treatment of epilepsy as well for the restoration of motor activity and somatosensation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL245, BIOL599**

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&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, inter- and intra-cellular transport, plasticity, and regeneration.

Offering: **Host**

Grading: **OPT**

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&B257 Neurogenetics**

Genes are the basic functional units of heredity. This course is an introduction to the study of genes and their role in shaping neuronal structure, neuronal function, and behavior. We will learn about classic and modern approaches used to probe the relationship between genes and behavior, with a focus on studies using model organisms (e.g., flies, mice, worms). We will discuss the molecular genetics of neurological disorders with high heritability and the use of genetic tools to treat these conditions, and we will consider the ethics surrounding treatment and diagnosis of these disorders. Student assessment will include short written responses, in-class quizzes, and exams.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **BIOL257**

Prereq: **BIOL181 AND BIOL182**

#### **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, SBS-QAC**

Identical With: **QAC201, GOVT201, PSYC280**

Prereq: **None**

#### **NS&B280Z 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, SBS-QAC**

Identical With: **QAC201Z, GOVT201Z, PSYC280Z**

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&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&B316Z Schizophrenia and its Treatment**

Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - <http://www.wesleyan.edu/wintersession>.

The goal of the 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 in 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; (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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC316Z**

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: **[PSYC225 or NS&B225] 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: **1.00**

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**

The mammalian cortex is where conscious perception and thought is generated, but the mechanistic details governing those processes are not well known. Studies of those circuits have revealed a heterogeneity of neuronal classes in the cortex and their proposed roles in these processes. Detailed wiring diagrams of local and long-distance cortical circuits are emerging, colored with dynamic connections that are helping us understand the cortex with these reverse-engineering strategies. Almost all of the readings for this course will be taken from the recent primary literature; areas of the cortex that will be studied include sensory cortex as well as studies of hippocampal cortical circuits.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-BIOL**

Identical With: **BIOL347**

Prereq: **BIOL252 OR NS&B252 OR BIOL245 OR NS&B245**

#### **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 including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, 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: **OPT**

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 ingration 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&B357 Sex and Gender: From Synapse to Society**

From movies like 'Think Like a Man' to songs like 'God Made Girls,' from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions and evaluate how these biological elements (genes/hormones/anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student assessment will include effortful and active participation, short written responses, one long response paper, and a poster presentation during our online symposium.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **BIOL357, FGSS357**

Prereq: **BIOL182 AND NS&B213**

### **NS&B360 Calderwood Seminar in Public Writing: Neuroplasticity and the Brain**

This course will examine structural and functional neuroplasticity. Structural plasticity refers to the brain's ability to change its physical structure as a result of learning and experience. The ability to reorganize itself by forming new connections, strengthening existing connections, or pruning away old synaptic connections is regulated by our environment, both within the body and the external world. We'll examine critical periods in development when sensory experiences change and sculpt the wiring of the brain, learn how the birth of new neurons changes across the lifespan, and how adult neurogenesis is altered by the microbes within us, physical exercise, stress, and neuropsychiatric disorders. We'll also learn about the promise of stem cell therapies for enhancing brain repair and plasticity after brain injuries. Several guest lecturers who are prominent neuroscientists working in the field of adult neurogenesis will be invited to speak to the class about their research in the field of neuroplasticity. This course will follow a model developed in Calderwood seminars taught at Wellesley College and is writing-intensive. After the basic material is introduced, class sessions will be workshop-based. Students will prepare for class by reading scientific papers and reviews on the topic and will submit short writing assignments on the topic. In class, we will discuss the topic and analyze the experimental approaches and findings. Students will have extensive opportunities for feedback and writing revisions through discussions with the professor, a course writing tutor, and in-class writing workshops.

Offering: **Host**

Grading: **A-F**

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 cognition-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&B393 Advanced Research in Cognition and Neuropsychiatric Illness**

Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC393**

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 Advanced Research in Gambling, Drugs, and Junk Food**

This advanced laboratory course provides in-depth training in 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 gives students the opportunity to carry out an independent group animal research project in the lab, which may require a slightly heavier time commitment for the duration of the experiment (typically around two weeks). Students will learn how to handle rats in a behavioral neuroscience research setting and how to design and carry out an experiment to measure reward and motivation using diverse apparatuses such as operant (Skinner) boxes or conditioned place preference chambers. Research typically focuses on rodent models of gambling, diet-induced obesity, and drug addiction. The course also focuses on strengthening students' scientific writing and oral presentation skills.

In addition, the course contains a service learning component in which students will work to develop a brief presentation/talk on a topic related to gambling, eating disorders, or drug addiction. Students will practice their talk in class with the aim of presenting it to local middle and high school students, in order to provide more information and education about these topics and the state of current research surrounding them.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.25**

Gen Ed Area: **NSM-PSYC**

Identical With: **PSYC399**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL228, CHUM228, HIST140**

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*, Hume's *ENQUIRY CONCERNING HUMAN UNDERSTANDING*, and Kant's *CRITIQUE OF PURE REASON*.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **COL360**

Prereq: **None**

**PHIL204 Philosophical Classics IV: 20th-Century Analytic Philosophy**

This course will study selected writings by the antispeculative, logic- and language-oriented thinkers who have shaped 20th-century Anglo-American philosophy—including Peirce, Frege, Moore, Russell, Wittgenstein, Carnap, Quine, Ryle, and Austin.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **PHIL202 OR PHIL101**

**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**

**PHIL210 Living a Good Life**

For many philosophers, Eastern and Western, philosophy has been more than an effort to answer fundamental theoretical 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 living a good life. How does philosophical reasoning interact with lived practice? How do views about metaphysics or psychology lead to ethical commitments? Despite their differences, Confucians, Daoists, 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?

This course will typically have two 80-minute lecture/discussion sessions each week in which the texts and ideas of major philosophers will be discussed, supplemented by smaller weekly student-led dialogue sessions. Please note that the locations for the different sections of this course are NOT accurately listed below. For details of the locations of each class session and breakout section, please see the course website: <https://livingagoodlife.wescreates.wesleyan.edu/>.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS253**

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 Introduction to Existentialism**

This course is an introduction to 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 self-descriptively by Jean-Paul Sartre, and was widely disseminated both by his own literary and philosophical contributions and those of his intellectual interlocutors--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 1950s. In this course, we will begin by exploring the root and intellectual origins of this tradition through the work of philosophers and authors like Friedrich Nietzsche, Fyodor Dostoyevsky, and Soren Kierkegaard. We will spend a considerable time on some of this philosophical tradition's central tenets like 'freedom,' 'the absurd,' 'existence precedes essence,' 'facticity,' 'authenticity,' and 'despair.' Because existentialism also resonated widely with anti-colonial thinkers across the globe, we will end the course by reading important figures in this movement like Frantz Fanon, Richard Wright, and James Baldwin, in order to understand the ways in which existentialism gradually became an intellectual and political tool of contestation against racism and imperialism.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **RL&L213**

Prereq: **None**

#### **PHIL213F Introduction to Existentialism (FYS)**

This course covers the wide variety of thinkers who may be considered a part of the existentialist tradition. The political and cultural phenomenon of existentialism asks questions concerning the essence of freedom in modern society, the role of emotions and passions in subjectivity, how meaning is brought to life, and the tensions between individuality and society. We will address these questions through the writings of Fyodor Dostoevsky, Søren Kierkegaard, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, Gabriel Marcel, Simone Weil, Richard Wright, Frantz Fanon, Toni Morrison, and James Baldwin. Throughout we will investigate what lessons for political life and belonging we can draw from these thinkers in our contemporary world.

Offering: **Host**

Grading: **OPT**

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**

#### **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: **Crosslisting**

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**

#### **PHIL218F Personal Identity and Choice (FYS)**

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 the self? 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: **SBS-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**

#### **PHIL220 Human Nature**

The idea of 'human nature' plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining

philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP220**

Prereq: **None**

#### **PHIL221F Philosophy as a Way of Life (FYS)**

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**

#### **PHIL222 Global Philosophy**

Philosophy is not now, nor has it ever been, narrowly confined to one culture, tradition, or civilization. As European and then American power reached around the world in recent centuries, so too have Euro-American philosophical traditions acquired a global audience, but other philosophical traditions did not disappear. These other ways of approaching philosophy have been re-emerging or reconstituting themselves--sometimes drawing on and sometimes contesting assumptions from the Euro-American traditions--in what can loosely be called our post-colonial world. This course asks what 'philosophy' means in these different contexts and explores how philosophy was and is done within various traditions. In addition, we probe and assess distinct approaches to making philosophy more global, which at the very least must mean more cognizant of the presence of multiple ways of doing philosophy.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS252**

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**

#### **PHIL232F Beginning Philosophy (FYS)**

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**

#### **PHIL233F Bodies and Experiences (FYS)**

Philosophers study the world with their minds. But who says that they should only discuss 'mental' stuff such as concepts, rationality, or logic? This course is about bodies, and about the experiences that we have in virtue of those bodies. We will explore a variety of contemporary philosophical topics that have bodies and experiences at their center. These include the experience of skilled movement when we dance or play a sport, having a physical disability, or being shamed for our body size. We will discuss the ways we experience race, gender, sex, and sexual orientation. We will learn what makes a question distinctly philosophical and what methods philosophers follow to answer it. But most importantly, we will learn to be OK with the fact that there might be no true answer at all.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

#### **PHIL251 Classical Chinese Philosophy: Chinese Lab (CLAC.50)**

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, CGST251**

Prereq: **None**

#### **PHIL252 Nietzsche - Science, Psychology, Genealogy**

This course offers an intermediate survey of Friedrich Nietzsche's mature philosophical writings. Nietzsche's thought is centrally concerned, throughout his career, with a cluster of classical philosophical questions--does human life have meaning? What makes an action right or wrong? Can we comprehend the

true nature of reality? What undergirds our normative judgments (of beauty or justice)? We will be especially concerned with tracking Nietzsche's reflections on the impact of modern science (especially the advent of Newton's mechanical physics and Darwin's evolutionary biology) on our conceptions of value and meaning in human life.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL290, GRST290**

Prereq: **None**

#### **PHIL253 Nietzsche als Versucher (CLAC.50)**

The term 'Versucher' combines three meanings: (i) a writer of essays, (ii) a maker of experiments and hypotheses, and (iii) a tempter who seductively tests convictions and provokes latent desires. Friedrich Nietzsche draws on all these senses when he proposes 'Versucher' as 'the not-undangerous name [he] dares to bestow' on the 'philosophers of the future'--a coming generation of free spirits who will (finally) be capable of appreciating and continuing his intellectual legacy (Beyond Good and Evil, §42).

This course will interrogate Nietzsche's conception of a philosophical Versucher and examine how this concept might apply to Nietzsche himself: as an experimenter with literary style and genre (including the essay form) and as a polarizing cult figure who has attracted the fascination of generations of teenagers and the most diverse (often diametrically opposed) ideological movements. How is it that Nietzsche inspires such passionate attachment in such radically different readers? What is it about his philosophical style and literary form that cultivates a feeling of intimacy and fierce allegiance while also admitting such aggressively divergent interpretations? To explore these questions, we will read and discuss excerpts from Nietzsche's writings and correspondence alongside texts by his friends and interlocutors--such as Richard Wagner, Paul Rée, and Nietzsche's unrequited paramour, Lou Andreas-Salomé. We will also look at prominent cases of his cultural reception--notably by the Nazi party (due to the influence of Nietzsche's sister, who was a party member) and simultaneously by opponents of totalitarianism such as Robert Musil, Karl Löwith, and Walter Kaufmann.

This course is part of the Fries Center for Global Studies' Cultures and Languages Across the Curriculum (CLAC) initiative. It is taught in German and associated with COL290/PHIL252 'Nietzsche - Science, Psychology, Genealogy,' though students can take either course independent of the other. No background in philosophy or literature is required for this course, but advanced-intermediate (B2+) reading and spoken German is a must.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **CGST290, GRST330, COL287**

Prereq: **None**

#### **PHIL254 The Rationalist Tradition in Early Modern European Philosophy**

This course offers an intermediate-level survey of the Rationalist tradition in Early Modern European Philosophy. Broadly speaking, Rationalism (with a capital 'R') is the view that human reason can deliver insight into significant philosophical truths, without relying on sense experience. We will explore varieties of this methodological commitment in connection with several core topics - including the existence of God, the nature of the human mind (or soul), its relation to the body, and the possibility of empirical knowledge. We will read texts by René Descartes, Princess Elisabeth of Bohemia, Margaret Cavendish, Baruch Spinoza, G.W. Leibniz, and Emilie Du Châtelet.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**



Gen Ed Area: **HA-COL**  
 Identical With: **COL283**  
 Prereq: **None**

#### **PHIL255 Moral Psychology: Care of the Soul**

Moral psychology is the study of our minds that is aimed at an understanding of how we develop, grow, and flourish as moral beings. In this course we will examine historical and contemporary texts from philosophy, psychology, and spiritual writings that deal with the nature of the good life for human beings, the development of virtues, and the cultivation of ethical understanding and moral sensibilities. Emphasis will be both on careful understanding of the texts and on the attempt to relate the theories discussed to our own moral lives. Class will meet on Monday and Wednesday in lecture/discussion format. Each student must also be enrolled in one discussion section. Discussion sections will be focused on specific interests in or approaches to moral psychology such as clinical therapy, philosophical analysis, or spirituality in a particular religious tradition. The particular offerings of discussion section topics will vary from year to year. Each discussion section will have a distinctive set of additional readings and exercises.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

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**

#### **PHIL257 Philosophy and Culture of Traditional Korea**

Today, Korean studies is a viable subject in leading American institutions, mainly due to the nation's rising to the world power in the fields of economy and pop culture. Korea is also proud of its long history of intellectual tradition, which, compared with that of China and Japan, is never far behind in depth and breadth.

This course is designed to introduce students to the rich culture and philosophy of traditional Korea. More specifically, we will touch upon various schools or branches of thought that had been prevalent from the latter half of the 14th century to the early 20th century. Among these are Buddhism, Zen Buddhism, Confucianism, Neo-Confucianism, Taoism, and other native schools of thought. We will explore issues surrounding social structure, social and familial ethics, gender politics, legal and penal systems, and values and attitudes of the pre-modern Korean society, which was made up of the major dynasty, Joseon (1392-1910).

Upon successful completion of this course, students will be expected to have acquired enough knowledge about and taste in traditional Korean philosophy and culture to serve as a prerequisite for the further exploration of in-depth

Korean studies. Also, students will have an opportunity to compare and contrast the unique cultures of three Far Eastern countries: China, Japan, and Korea.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS267**

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**

#### **PHIL260 Reading Mencius in Chinese (CLAC.50)**

This course offers students the opportunity for guided reading of the original, classical Chinese text of the great Confucian classic Mencius (or Mengzi). Advanced (fourth-year level or above) competence in Chinese (including native Chinese competence) is required for the class, but previous experience in classical Chinese is not. The pace of reading and language of discussion will be determined based on student enrollment.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CGST**

Identical With: **CGST260**

Prereq: **None**

#### **PHIL262 Phenomenology and Existentialism**

This course critically examines the philosophical treatment of meaning, interpretation, subjectivity, language, and history within the tradition that extends from Husserl's program of phenomenology, through Heidegger's and Merleau-Ponty's criticisms and existential revisions of phenomenology, to the antiphenomenological projects of Foucault and Derrida.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **None**

#### **PHIL263 Modern Chinese Philosophy**

We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **CEAS264**

Prereq: **None**

#### **PHIL264 Japanese Philosophy**

This course traces the development of lines of thought from the Heian Period (794-1185) to the 21st century. Students will consider Japanese forms of Buddhism (including Zen) and Confucianism, as well as Japan's native tradition of Shinto. Students will also gain familiarity with the confluence of these traditions in the samurai (Bushido), and later incorporations of Western thought by the Kyoto School. The final section of the course, focused on Japanese aesthetics, invites students to engage in Japanese philosophy as a way of life.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS257**

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**

#### **PHIL266 Buddhism and Social Justice**

In this course students will get a basic introduction to Buddhism, covering major concepts including interdependent origination, suffering, not-self, and Buddhist ethical practices. Through major historical texts, we will establish a uniquely Buddhist basis for social justice. Historical texts to be covered include the Dhammapadam, Therigatha, Jataka Tales, and Shantideva's A Guide to the Bodhisattva's Way of Life. We will discuss major philosophical questions such as, 'how can we strive for change, while simultaneously accepting things as they are?' 'How do we respect the importance of identities while denying the existence of a self?' 'If the world will always be imperfect, why bother trying to

improve social conditions?' We will then discuss contemporary applications of Buddhism for social change, and compare these with non-Buddhist approaches. Modern texts include 'Soaring and Settling' by Rita Gross, 'Freedom in Exile' by His Holiness the 14th Dalai Lama, 'Burdened Virtues' by Lisa Tessman, and 'Strength to Love' by Martin Luther King Jr.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **FGSS263, RELI266**

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**

#### **PHIL269 Modern Aesthetic Theory**

As a philosophical discipline, aesthetic theory initially coalesced around a cluster of related issues concerning the nature of beauty and the norms governing its production, appreciation, and authoritative assessment. Beginning in the nineteenth century, however, both art and aesthetics undergo a conspicuous yet enigmatic shift, signaled by (among other things) Hegel's declaration that 'art, in its highest vocation, is and remains for us a thing of the past.' Rather suddenly, classical accounts of beauty, genius, aesthetic experience, and critical taste are beset by anxieties about the autonomy and significance of aesthetic praxis in human life and, subsequently, by a series of challenges to the tenebosity of traditional aesthetic categories--author, text, tradition, meaning and interpretation, disinterested pleasure, originality, etc. Our aim in this course is to track these conceptual shifts and to interrogate the rationale behind them. (This course complements, but does not presuppose COL 266: History and Limits of Aesthetic Theory.)

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL269**

Prereq: **None**

#### **PHIL270 Environmental Philosophy**

This course offers philosophical resources for understanding and addressing environmental concerns. At the same time, we will recognize how ecological insights challenge some of the most influential ideas in the European philosophical tradition--human-centered and individualist accounts of existence, agency, knowledge, and value.

Shared questions may include:

Is there a coherent way of distinguishing 'nature' from the non-natural?

What can we understand about non-human experience and value?

How do people become motivated to recognize and respond to problems whose effects play out in far-away or unfamiliar bodies?

How do concepts of moral responsibility apply to climate change?

How does environmentally directed action relate to social justice?

When there are ecological impacts attached to choices that are conventionally seen as matters of personal liberty (such as food choices, living arrangements, reproductive choices), how do we constructively engage with one another?

Despite near consensus about our times being rife with environmental crises, concepts like 'environment' and 'nature' defy any straightforward account. Similarly, it seems even when people come together around problems of injustice and unsustainability, they may not share any clear positive account of justice or of sustainability.

Rather than be defeated by the lack of shared foundational concepts, students will become familiar with at least three patterns of critique--each of these being not a theory or kind of information but a set of skills with perceptual, conceptual, and dialogical aspects. These three patterns of critique are ecological critique, standpoint critique, and sustainability critiques, and they correspond roughly to three traditional domains of philosophy: inquiry into being (metaphysics), inquiry into knowledge and understanding (epistemology), and inquiry into norms and ideals for action (ethics).

Understanding these three patterns of critique allows students to address emerging environmental problems more effectively, recognizing the intertwined relations among empirical inquiry, moral accountability, and social justice.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **ENVS270**

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 ENVS212] OR [PHIL215 or ENVS215] 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**

#### **PHIL275 Calderwood Seminar in Public Writing: Writing for Social Justice**

One of the greatest strengths of learning philosophy is that it helps us become better thinkers and clearer communicators. In this course, students will develop skills for communicating publicly about pressing issues of social justice. We will write on topics including race, gender, animals, immigration, prisons, politics, climate change, and other topics chosen by the class.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

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**

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**

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, and indigenous men. Women, too, are a growing part of the prison population, as are queer, transgender, and gender-nonconforming

people. Children, particularly impoverished black youth and, increasingly, immigrants, are funneled into correctional supervision. In this course we will ground philosophical explorations of freedom and captivity by exploring the vexing problems faced by those who are incarcerated.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

#### **PHIL279 Necropolitics and Black Fugitive Life**

In his important essay interrogating the (im)possibility of black sociality, Fred Moten attempts to find an order of black social life that 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 fugitivity,' 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 racial exclusion, control, persecution and—in worse cases—genocide. Key figures will include Frantz Fanon, Hortense Spillers, Achille Mbembe, Jacques Derrida, Michel Foucault, David Marriott, Fred Moten, Christina Sharpe, Saidiya Hartman, and Elizabeth Povinelli.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM289**

Prereq: **None**

#### **PHIL280 Theory, Critique, Politics**

The subject of this course centers on two questions in 20th century continental philosophy. First, what can theory bring to our understanding of politics? Second, what is the role of critique for political judgment? We will begin with Kant for an understanding of the meaning of 'critique' that many 20th century continental philosophers draw upon. Following this introduction, the course will be split between German philosophers and French philosophers to allow us to understand the tensions and convergences between the two camps. The German philosophers we will read are Heidegger, Adorno, Herbert Marcuse, and Ernst Bloch. For the French philosophers, we will read Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, and Michel Foucault. By the end of the course students will be able to assess how different thinkers attempted to resolve the relationship of the philosopher to political society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

#### **PHIL281 Africana Political Philosophy 1800s-1970**

This course aims to introduce students to both the critical and the constructive dimensions of Africana political thought. Through our readings and discussions, we will assess the claims that Africana thinkers have made upon the polity, how they have defined themselves, and how they have sought to redefine the basic terms of public life away from either slavery or colonization. Among the themes that we will explore are the relationship between slavery and democracy, the role of historical memory in political life, the political significance of culture, the connections between 'race' and 'nation,' and the tensions between claims for black autonomy and claims for integration, as well as the meaning of such

core political concepts as citizenship, freedom, equality, progress, power, and justice. As we focus our attention on these issues, we will be mindful of the complex ways in which the concept of race has been constructed and deployed throughout historical periods and its interrelationship with other elements of identity such as gender, sexuality, class, and religion. Furthermore, we will attend to differences across black geographies from the Americas to the Caribbean, and parts of Africa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **None**

#### **PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion**

With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, 'philosophy of religion' is the effort to evaluate the claims of revelation and reason in terms of one another. 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, Romantics, and liberationists. Themes 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, 'divine' racism, the gender of God, the ecocidal tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.

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: **OPT**

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**

#### **PHIL289 Philosophy of Language**

This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, a priori truth.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **PHIL201 OR PHIL202 OR PHIL231**

#### **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**

#### **PHIL291 Reason and Its Limits**

This course offers a close study of Immanuel Kant's magnum opus, the Critique of Pure Reason, supplemented by related writings by Kant and some secondary literature. Kant observes that the history of philosophy is rife with disagreements, even though philosophers purport to traffic in necessary truths disclosed by reason alone. This scandalous fractiousness calls into question reason's ability to offer substantive insights into necessary truths. Kant's 'critique' aims to vindicate reason by distinguishing, in a principled manner, the sorts of things we can know with certainty from those that lie beyond the limits of human understanding. His central thesis, 'transcendental idealism,' holds that 'reason has insight only into what it produces after its own plan' (Bxiii). In other words, we can indeed be certain of key structural features of reality such as its spatiotemporality and causal interconnectedness—but only because those features are, in some crucial sense, mind-dependent. This class will explore in detail the arguments for these claims as well as prominent interpretations of their philosophical upshot.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Identical With: **COL292**

Prereq: **None**

#### **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**

**PHIL295 Philosophy of Mathematics and Logic**

An introduction to the principal philosophical positions on the nature of mathematics and logic. The theories of mathematics to be examined include logicism, formalism, intuitionism, constructivism, and structuralism. The theories about logic to be discussed include monism vs. pluralism, extensionalism vs. intensionalism, theories of logical constants, and the status of second-order logic. Some of knowledge of deductive logic, such as PHIL 231 or MATH 243, is very helpful, but not required.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Prereq: **PHIL202 OR PHIL231**

**PHIL296 Philosophy of Psychology**

How does the mind work? So-called 'computationalists' think that the mind (and the brain) works as a computer, which first forms and manipulates symbols (usually called 'mental representations') according to rules, and then issues 'commands' to guide behavior. On the other hand, the 'SE' (Ecological, Embodied, Embedded, Enactive, Extended) approach rejects the computer analogy. SE theorists insist that minds, and minded organisms more generally, cannot be understood in isolation from their environment. Cognition doesn't happen 'in a vacuum,' and it isn't separable from action. As a consequence, the mind can extend beyond the boundaries of our skull and even of our whole body. This course is devoted to comparing and contrasting the computationalist and the SE approaches to cognition. We will examine similarities and differences, assumptions and commitments with respect to core debates at the interface of philosophy, psychology, and cognitive science such as, for instance, the nature of visual perception.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP296**

Prereq: **None**

**PHIL302 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelean world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end--pluralities of pluralities without any underlying unities. More astonishing still, this new metaphysical picture of infinitary flux was soon given a precise mathematical description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception--Aristotle's signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM339, COL351, GRST249, SISP339**

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**

**PHIL306 Sophist, Statesman, Philosopher: Plato's Later Metaphysics and Politics**

How is it possible to speak falsely? Plato connects this question with a puzzle he inherits from the great pre-Socratic philosopher Parmenides: to speak falsely is to speak about what is not; but in speaking about what is not, we ascribe being somehow to not-being, which sounds like a contradiction. This seminar will focus on the metaphysical, epistemological, and political issues generated by Parmenides's puzzle and explore Plato's solution to them in two of his later-period works: the Sophist and the Statesman. In the process, we will see how Plato rethinks his theory of forms in these dialogues, how he learns to let go of Socrates, how a sophist should be distinguished from a philosopher, and how all of this is relevant to politics and the art of ruling.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM331, COL335**

Prereq: **None**

**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**

**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**

Prereq: **None**

**PHIL327 Progressive Confucianism and Its Critics**

Contemporary 'Confucianism' designates a diverse set of philosophical, social, political, and religious approaches that are rooted in traditional East Asia and

are playing significant--and increasing--roles in the modern world. 'Progressive Confucianism' designates a subset of these approaches, emphasizing the ways that the Confucian tradition has developed throughout the centuries and arguing both that modern Confucianism must continue to develop, and that a properly developed Confucianism has much to contribute to contemporary philosophy and to modern societies. This seminar will explore the background out of which progressive Confucianism has emerged; its distinctive approach and key contributions to Confucianism and to global philosophy more generally; and central criticisms that it has faced, with sources ranging from more conservative (or even fundamentalist) Confucians to liberals and progressives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **CEAS327**

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**

**PHIL340 Human Nature**

The idea of 'human nature' plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **SISP340**

Prereq: **None**

### **PHIL347 Ethics, Ecology, and Moral Change**

People commonly recognize that in facing global climate crises, we need to change our habits and practices. Yet our activities are bound up with our perceptions and with our embodied experience of value and possibility. This seminar dives into recent attempts to radically rework our ways of understanding and inhabiting the world. As the flip-side of environmental alienation is alienation from our embodiment, our sessions will incorporate movement and other challenges to sedentary classroom habits.

Given an account of thinking and action as always actively embodied and embedded in our surroundings, we will consider the hypothesis that shifts in action emerge together with shifts in perception. Radical accounts of metaphor and its uptake will help us develop accounts of perceptual change. Our readings will follow a variety of metaphorical directions, including animism and animacies, affordance and hyperobject, process, event and intra-action, native and other, inflammation and balance, dwelling and death, consumption and sustainability. How -- and with what risks and unexpected outcomes -- can these patterns of recognition help in orienting us to the challenges of environmental interdependence and volatility?

This course benefits from collaborative visits with philosopher-dancer Jill Sigman, via Wesleyan's Creative Campus Initiative. Sigman will co-shape discussion and activities during at least two of our sessions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **ENVS347**

Prereq: **None**

### **PHIL351 Deconstruction and Politics**

Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **RL&L351**

Prereq: **None**

### **PHIL352 Black Thought and Critical Theory**

This course follows Stuart Hall's insistence in 'What is this 'Black' in Black Popular Culture?' that the theoretical articulations of 'blackness' are always 'conjunctural.' We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of 'blackness' at specific historical and theoretical conjunctions. How is 'blackness' useful for social theory? Must we assume there is a transhistorical identity to 'blackness'? In what ways does 'blackness' conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions

these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM352, FGSS352**

Prereq: **None**

### **PHIL353 Blackness in the Anthropocene**

To deny the 'unprecedented' geological impact of humans' force on nature is now practically untenable. Theorists in the humanities, nonetheless, remain unimpressed with what this 'new era' has afforded us in terms of critical potential. From accusations that what we now call the 'Anthropocene' has merely established a hegemony of brute facts at the expense of critique, to concerns about the multiple ways in which the term continues to obscure catastrophic socio-ecological relations, it is fair to say that the scenes of the 'Anthropocene' are still contested terrains. The aim of this course is to investigate the Anthropocene's many forms of socio-political erasures and theoretical 'blind-sights.' We will examine the ways in which Anthropocene discourses have been powerful at disavowing racial antagonism in our current ecological crisis. More specifically, in this course, will study the ecological negative effects on black communities around the globe with the aim to questions the shortcomings of ethics in Anthropocene times. We will explore questions like 'who are 'recognizable/legitimate' victims in environmental disasters,' 'do events like hurricane Katrina or the migration crisis teach us anything about our human condition,' and 'what is the 'post' in post-humanism.' We will read philosophical works ranging from Immanuel Kant and Baruch Spinoza to Rosi Braidotti and Karen Barad.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **AFAM353**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

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**

#### **PHIL359 Michel Foucault: Power and Its Products**

Is power productive of reality? What does Michel Foucault (1926-1984) mean when he famously declares that power is not just prohibitive, but productive? Foucault's work has been enormously influential in the fields of philosophy, social theory, history, anthropology, queer theory, and feminist theory, among others. The primary topic of Foucault's work is the way in which we have come to categorize not only our world but ourselves and in particular to categorize ourselves in terms of madness, criminality, disease, and sexuality. Foucault, however, is interested in more than these categories themselves: he aims to investigate the conditions through which these categories come to be seen as capable of capturing truths about ourselves. This investigation leads him, in the mature phase of his work that begins in the 1970s, to the problem of power, which is best thought of as a set of relations and not as a thing or a possession. Foucault takes power relations to be (a) implied in relations of knowledge and (b) to be 'productive,' in a certain sense, of social reality. In this course, we will try to clarify the relationship between power, the production of the social, and knowledge in Foucault's work.

On the one hand, to call power productive opens the door to a major reconsideration of the basic problems of social and political philosophy, which can no longer be assured of having a timeless set of basic questions or objects (the state, the citizen-subject). On the other hand, there is a risk in this approach of ascribing almost magical qualities to power and of reifying it. Since his death, Foucault's thought has often been taken to end up in a curious impasse, caught between extreme activism that accepts no system of power as established and cynicism that sees co-optation everywhere and resistance as futile. What are the political implications of Foucault's shifting conception of power? What follows

for our understanding of ourselves? What is really at stake in the ways that we classify and categorize ourselves today?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-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**

#### **PHIL368 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-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**

Philosophical conceptions of mind and language are now typically 'naturalistic' in the sense that they take these phenomena to be part of the natural world and understandable scientifically. Naturalistic conceptions of mindedness (and many of the sciences of mindedness) still mostly take their lead from a Cartesian tradition of understanding mindedness as an 'internal' representation of an 'external' world, now located in the brain or central nervous system rather than an immaterial soul. This advanced seminar instead explores the possible philosophical significance of recent developments in evolutionary and developmental biology for understanding mindedness. The course takes up four primary themes: organism/environment entanglement; relevant background from the recent emergence of an 'extended evolutionary synthesis;' reconceptions of mindedness as ways organisms inhabit and respond to environments rather than as internal representations; and the evolution and development of language as a form of evolutionary niche construction that coevolves with human organisms and ways of life.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-SISP**

Identical With: **SISP385**

Prereq: **None**

#### **PHIL390 Topics in Metaphysics**

Among the many enigmatic aspects of Wittgenstein's Tractatus Logico-Philosophicus are (a) an apparent distinction between what can be said and what can only be shown, (b) the purported doctrine that there is truth in solipsism and mysticism, (c) the supposed coincidence of realism and idealism, and (d) finally, the apparent astonishing 'conclusion' of the Tractatus that this book is made up of nonsense, and has itself to be overcome, to see the world right. This seminar focuses on the existence and nature of what cannot be said, in particular on a recent 'resolute' approach to interpreting the Tractatus according to which what cannot be said is nothing more than plain nonsense, and a variety of critiques of this 'resolute' approach. Investigation of this interpretive controversy points to a spectrum of conceptions of the mystical and the unsayable. We conclude the seminar with the significance of these conceptions for the nature of philosophizing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-PHIL**

Prereq: **(PHIL201 OR PHIL202) AND (PHIL231 OR PHIL286 OR PHIL289 OR 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**

#### **PHIL420A 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**

#### **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**

#### **PHED112 Advanced Olympic Weightlifting and Powerlifting**

The focus of the class will be on advanced weight room techniques. Half of the quarter will emphasize the art of Olympic weightlifting, including the clean and jerk and the snatch movements. The other half of the quarter will emphasize the art of powerlifting, including the three power movements--squat, deadlift, and bench press. Safety in these advanced techniques is always prioritized.

Offering: **Host**  
 Grading: **Cr/U**  
 Credits: **0.25**  
 Gen Ed Area: **None**  
 Prereq: **None**

#### **PHED116 Cardio Fitness on Step**

Cardio Fitness on Step is a high-intensity, low-impact program that involves stepping onto a platform while simultaneously performing upper-torso movements. The 'step' is a 4-inch to 12-inch raised platform. You step up, around and down from the platform in different patterns to boost your heart rate and breathing and strengthen your muscles. The class is designed to improve various components of cardio fitness and strength using a series of specific exercises that adapt to all ability levels. 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 25 yards (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. Posture and exercise covered: Warm-up: Standing Deep Breathing - Pranayama (Sanskrit), Half Moon Pose - Ardha-Chandrasana (Sanskrit), Awkward Pose - Awkward Pose (Sanskrit), Eagle Pose - Garurasana (Sanskrit), Balancing, Standing Head to Knee - Dandayamana-Janushirasana (Sanskrit), Standing Bow Pose - Dandayamana-Dhanurasana (Sanskrit), Balancing Stick - Tuladandasana (Sanskrit).

Stretching: Standing Separate Leg Stretching Pose -Dandayamana-Bibhaktapada-Paschimotthanasana (Sanskrit), Triangle Pose - Trikanasana (Sanskrit), Standing Separate Leg Head to Knee Pose - Dandayamana-Bibhaktapada-Janushirasana

(Sanskrit), Focus Tree Pose - Tadasana (Sanskrit), Toe Stand - Padangustasana (Sanskrit), Dead Body Pose - Savasana (Sanskrit), Wind-Removing Pose - Pavanamuktasana (Sanskrit)

Spine Strengthening, Sit up - Pada-Hasthasana (Sanskrit), Cobra Pose - Bhujangasana (Sanskrit), Locust Pose - Salabhasana (Sanskrit), Full Locust Pose - Poorna-Salabhasana (Sanskrit), Bow Pose - Dhanurasana (Sanskrit). Opening: Fixed Firm Pose - Supta-Vajrasana (Sanskrit), Half Tortoise Pose - Ardha-Kurmasana (Sanskrit), Camel Pose - Ustrasana (Sanskrit), Rabbit Pose - Sasangasana (Sanskrit), Spine-Twisting Pose - Ardha-Matsyendrasana(Sanskrit), Blowing in Firm Pose - Kapalbhathi in Vajrasana(Sanskrit). 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**

#### **PHED157 Pickleball**

Pickleball is a paddle sport with combined elements of tennis, badminton, and ping pong, and played on a doubles badminton court. The net is similar to a tennis net, but is two inches lower. The game is played with a hard paddle that is similar to table tennis and usually made up of graphite or composite. The ball is comparable to a whiffle ball.

The game can be played in either singles' or doubles' matches. For new players, the basics of the sport are easy to learn. Typically, one session of three or four games is all that it takes to grasp the basics.

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**

#### **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 Radical Sustainability**

The year 2020 marks the 50th anniversary of the first Earth Day. Writings and legislation from that time sought to discuss and address the many growing

environmental challenges the world faced. The idea of sustainability became current: to create conditions for the human presence to endure, along with the ecosystems in which it is embedded.

Despite some successes, the challenges remain and have grown since that time. The many problems we face are hard to deal with in isolation, and no amount of effort seems enough to keep up as the problems worsen. The climate crisis is a case in point. Maybe we haven't worked hard enough, or maybe we've been going about sustainability the wrong way.

Radical Sustainability explores the intersection of these now critical challenges--extinction, climate change, and many others--as well as the physical and social constraints on action to address them. Our aim is to identify the pressure points for an effective response, within the geo-ecosystem and the human systems embedded within it. Radical Sustainability is radical both by being fundamental and by being activist, recognizing that sustained large-scale change is urgently necessary if we are to persist and thrive on an Earth that itself is changing.

In addition to studying physical science, which establishes the conditions for the life of all beings, a justice-aware sustainability requires us to think scientifically about society as well. The course will consist of lecture, discussion, visits from experts, field trips, and class actions to promote competent and effective engagement with the issues.

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 course, along with PHYS 112 in the spring semester, is an introduction to the fundamental principles of physics. Employing trigonometry and algebra the goal is to provide tools for the quantitative understanding of a wide variety of phenomena, with many examples taken from the life sciences. The lab PHYS 121 is recommended. Since algebra is an important prerequisite for PHYS 111, we strongly recommend that all students take a diagnostic test prior to the start of the course. It can be found at <https://www.khanacademy.org/math/algebra/test/subject-challenge?modal=1>

Taking this 'Course Challenge' will take 30-45 minutes and leave you with a good idea of where your algebra skills might need review. Follow-up guided lessons can be chosen at this website.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **None**

#### **PHYS112 Introductory Physics II**

This is the second of two non-calculus 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 required. 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; any student wishing to major in physics should enroll in PHYS124, since it is a requirement for the major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**



Prereq: **PHYS113**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **IDEA170, CIS170**

Prereq: **None**

### **PHYS170Z 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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **IDEA170Z, CIS170Z**

Prereq: **None**

### **PHYS207 Introduction to Biophysics**

This course will introduce students to major topics in biophysics with an emphasis on the statistical physics of biological systems at the microscopic or molecular level. Topics covered will include molecular motors, self-assembly, and single-molecule manipulation. Students will learn how physical arguments and reasoning can provide significant insight into the design and function of biological systems. While this course is geared toward students who have had a full year of calculus-based physics, relevant concepts in biology and chemistry will be introduced as needed. No detailed knowledge of biology or chemistry beyond the high-school level is required for this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS116**

### **PHYS213 Waves and Oscillations**

The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. The ubiquity of oscillatory motion in biological and chemical systems, as well as engineering, provides interdisciplinary importance for developing the formal description of periodic motion. 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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **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 AND MATH221) OR (PHYS213 AND MATH223)**

#### **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 Nonlinear Dynamics and Chaos**

The techniques of nonlinear dynamics and chaos have been proven useful for a variety of disciplines, ranging from astrophysics to population dynamics. This course provides an introduction with applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PHYS**

Prereq: **PHYS113, PHYS116, AND PHYS213**

#### **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: **OPT**

Credits: **0.50**

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 is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.

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: **OPT**

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.

Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered.

Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics are essential for understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.

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: **MB&B507, MB&B307, CHEM507, CHEM307, 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: **MB&B508, MB&B308, CHEM508, PHYS518, CHEM308**

Prereq: **None**

#### **PHYS321 Physics Colloquium with Journal Club I**

Students will review and discuss materials in preparation for attending the physics colloquium. Attendance at the colloquium is also required.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

#### **PHYS322 Physics Colloquium with Journal Club II**

Students will review and discuss materials in preparation for attending the physics colloquium. Attendance at the colloquium is also required.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

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 PHYS213 AND MATH222**

#### **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: **None**

#### **PHYS340 Computational Physics**

This course introduces students to numerical techniques used in modern computational physics. Using the UNIX operating system and its support software as our programming environment, we will write code using the C programming language to implement the basic numerical techniques necessary for solving the majority of physics problems that do not have an analytical solution. Previous experience with UNIX/C is useful but not required.

Offering: **Host**

Grading: **A-F**

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: **OPT**

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: **[(CHEM142 AND CHEM325) OR (CHEM142 AND MB&B208) OR (CHEM142 AND PHYS207)] OR [(CHEM144 AND CHEM325) OR (CHEM144 AND MB&B208) OR (CHEM144 AND PHYS207)]**

#### **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**

Presentation 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 is a course in classical mechanics at the intermediate level that utilizes problem solving instruction and learning. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics.

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: **OPT**

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.

Thermodynamics provides a framework through which we can understand the rules for the conversion of energy and matter from one form to another. As we will learn, every transfer of energy results in the conversion of some energy into an unusable form. Using the tools of thermodynamics, we can establish limits for the amount of useful work that can be extracted from any process. These limits have important implications for the quest to achieve sustainability in our use of energy and materials. As we learn about thermodynamics, we will spend some time exploring this real-world application of the material covered.

Likewise, statistical mechanics provides us with a set of tools for understanding how the behavior of individual atoms and molecules impacts the properties and behavior of materials that can be observed in our daily lives. Our approach to this material differs from many previous physics courses and requires a mixture of statistical and counting skills, coupled with physical intuition for the nature of matter. In addition to explaining phase transitions, critical phenomena, and the statistical nature of fermions and bosons, the tools of statistical mechanics



are essential for understanding phenomena like evaporative cooling and the greenhouse effect. We will explore the conditions that lead to these phenomena and discuss the role they may play in a comprehensive approach to sustainability.

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: **MB&B507, MB&B307, CHEM507, CHEM307, 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: **MB&B508, MB&B308, CHEM508, PHYS318, CHEM308**

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 PHYS213 AND MATH222**

#### **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: **None**

#### **PHYS542 Experimental Optics**

This is an experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-PHYS**

Identical With: **PHYS342**

Prereq: **(PHYS116 AND PHYS213)**

#### **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]**

**PHYS563 Analytical Mechanics**

Advanced classical mechanics: multidimensional motion, rigid bodies and rotational dynamics, chaotic dynamics, and applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **(PHYS213 AND PHYS217 AND PHYS313) OR (PHYS213 AND PHYS217 AND PHYS513)**

**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**

In this round of Advanced Topics (PHYS 572), fundamentals and applications of low temperature plasmas will be considered. We will investigate theoretical and experimental aspects related to the production and diagnostic of such plasmas. Discussion of a several usages of plasmas--for example, in chemical analysis, material processing, environmental monitoring, or medical applications--will conclude the semester.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **PHYS515**

**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 Condensed Matter: Fluid Mechanics**

This course will be an introduction to fluid mechanics, with emphasis on current research problems within the department. Topics will include Navier-Stokes equations, boundary layers, instabilities and turbulence.

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: **BMO**

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: **Cr/U**

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**

#### **PSYC112F Psychoanalysis Then and Now: From Freud to Psychosocial Studies (FYS)**

Psychoanalysis appears to be little more than an anachronism within the context of modern Psychology, and yet it nonetheless is leading a surprising afterlife-- at once defunct as an institutional player and yet at the vanguard of cultural theory and clinical psychology practice. This course traces the trajectory of Psychoanalysis from its origin in Freud's theory of unconscious mental processes and his talking cure to its current manifestations in the field of Psychosocial Studies. We consider how psychoanalysis is an inherently critical practice with the capacity to uniquely situate an individual in relation to social forces that have influenced their personal development, without reducing a person to their social context and/or family history. The course begins with exploration of foundational psychoanalytic concepts (the unconscious, transference, resistance, the drives) and moves to consider the dimensions of social-unconscious processes in groups, institutions, and nations. We also explore how psychoanalysis can inform the psychosocial study of subjectivity, ideology, the intergenerational transmission of trauma, and current sociopolitical issues.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

#### **PSYC113F What is 'Typical?' Diversity in Human Development (FYS)**

Much of psychological research aims to describe & understand human behavior by studying how typical people think or act in typical circumstances. However, quite a lot can be learned by looking beyond the average and examining the variability of human behaviors, experiences, and abilities. This First Year Seminar will explore the ways that atypical development, neurodivergent minds, and non-normative populations can broaden our understanding of human development. Students will develop academic writing skills while critically engaging with psychological research.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

#### **PSYC114F Race in Everyday Space: The Psychological Impacts of Racism (FYS)**

'We are all products of a racialized society, and it affects everything we bring to our interactions' (Oluo, 2018, p. 15). This seminar uses psychological theory and research as well as interdisciplinary scholarship (e.g., ethnic studies, history, sociology) to critically unpack this statement. Through the semester we examine the nature and experience of racially marginalized communities in the United States, and engage in critical analysis of the ways in which systems of power affect the everyday lives of racially marginalized communities. As a First Year Seminar, this course will emphasize the continued development of written and verbal communication skills.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

#### **PSYC138F Masculinities (FYS)**

This course offers an interdisciplinary approach to the study of masculinities, focusing on the difficulty of disentangling the (social-) scientific questions of what men are (and how they come to be that way) from the interpretive question of what masculinity means. We will survey a range of perspectives from evolutionary theory, cognitive psychology, psychoanalysis, social psychology, anthropology, feminist studies, and queer theory that describe and attempt to account for masculinities. In order to understand how these scholarly accounts might fit together to form a more comprehensive interpretive framework, we will also be engaging in critical analysis of examples from contemporary television and film that will help us to understand the role that representation plays in our cultural constructions of masculinity.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL138F**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

**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**

**PSYC205 Research Methods in Psychopathology**

How do psychological researchers study unusual and distressing human experiences? This combined laboratory and lecture/discussion course provides an introduction to methods used in the study of clinical and subclinical phenomena. With an emphasis on methodological pluralism in the 'psy' disciplines, the course covers both quantitative and qualitative approaches, exploring the intersections between diverse modes of inquiry. Throughout the semester, students conduct a team research project on a psychological topic of the group's choosing, proceeding through each stage of the research process. Along the way, we consider the historical context of psychological science, as well as contemporary debates about the nature of psychopathology. We also think critically about the relationship between research methods and the topic(s) under investigation, asking questions such as: Why do psychologists use the methods that they use? How is research in psychology different from research in the other sciences and humanities?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

**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: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **(PSYC105 AND ECON300) OR (PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 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: **PSYC200 OR QAC201 OR ECON300**

**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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **NS&B210**

Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND ECON300) OR (PSYC105 AND QAC201)**

**PSYC211 Research Methods in Clinical Psychology**

The goal of this course is to introduce students to basic research strategies and methods of psychological science, with a focus on those most relevant to clinical psychology.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **(PSYC105 AND PSYC200) OR (PSYC105 AND [QAC201 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**

Have you ever read an empirical research article and wondered where the authors got the idea for their research study? Have you ever thought about how researchers decide on which participants to select and what questions to ask of their study participants? How can we assess the value of a theoretical idea based on empirical evidence? And why might there be conflicting findings when researchers test the same phenomenon?

This course is designed to help students explore these and other questions related to research methods in psychology, with a focus on sleep research. This is an interactive lecture and lab-based course. Through a series of hands-on lab assignments, students will acquire the necessary skill set to be able to critique, analyze, and design psychological research. Students will explore both qualitative and quantitative methodological designs used in psychological research (e.g., experiments, interviews, and surveys). Additionally, students will gain skills in conducting basic statistical analyses (e.g., correlation, t-test, ANOVA). The course will culminate with a final project in which students will design an original research study.

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]**

#### **PSYC216 Research Methods in Diversity Science**

This course introduces students to the research methods important to conducting scientific inquiry into topics related to inequality, oppression, and disparities in life outcomes across a broad range of experiences of marginalization (e.g., gender, race, sexuality, and the experiences at the

intersections of these domains). In the process of introducing research methods pertinent to diversity science, we also discuss foundational and contemporary research in diversity science.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

#### **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: **OPT**

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: **OPT**

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: **Host**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

#### **PSYC230Z Developmental Psychology**

Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus -- <http://www.wesleyan.edu/wintersession>.

In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.

Please note that the course is broken up into two chunks with a week-long break in the middle. Students will have a writing assignment to work on during the break.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

#### **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: **OPT**

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**

**PSYC246 Behavior Change, Clinical Interventions and Health Promotion**

This class will review the current science and historical context of mental and physical health behavior change approaches across three levels of intervention: the self, the individual, and society. Major topics will include fundamental behavioral principles, basic elements of empirically supported individual treatments (e.g., cognitive behavioral therapies, interpersonal therapy), and the design and evaluation of population-level health interventions. Lectures, readings, and clinical examples will illustrate both the theory and step-by-step practice of evidence-based approaches to behavior change across levels. Assignments may include a self-monitoring exercise, in-class role plays, a group project, an exam, and brief writing assignments. This course is designed to introduce students to a broad range of contemporary approaches to psychological and behavioral treatments; however, it will not provide the skills needed to implement psychological interventions.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105**

**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**

**PSYC249 Psychology of Sexual and Gender Diversity**

There is a wide range of variability in sexuality and gender. This course reviews psychological research on the experiences of people with various sexualities, gender identities, and gender expressions, as well as how people come to develop beliefs about sexuality and gender.

Offering: **Host**

Grading: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-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**

**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: **OPT**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC105 OR PSYC200 OR QAC201 OR ECON300**

#### **PSYC266 Psychology of Communities: Identity, Activism, and Social Engagement**

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**

#### **PSYC267 Global Mental Health**

During the past half-century, mental health professionals have increasingly explored the international reach and cross-cultural relevance of their work. Practitioners have traveled from country to country in order to work with local populations, including those experiencing traumatic circumstances such as war and natural disasters. Professional organizations such as the American Psychological Association have developed guidelines and recommendations for multicultural competence. Researchers have investigated the cross-cultural epidemiology and expression of mental health challenges; for example, according to the World Health Organization, one in four people across the globe will experience a mental disorder at some point in their lives.

What does it mean to establish the global prevalence of mental disorders? Is psychological distress, including the distress that results from traumatic exposure, experienced and interpreted in the same way in all cultural contexts? While some scholars have argued that mental disorders are a global epidemic requiring a uniform, universal response, others have suggested that the exportation of psychological discourse and approaches from Western countries has eclipsed local expressions of distress and indigenous healing traditions. This course will explore these questions and controversies using the tools and

frameworks of multicultural psychology. We will place particular emphasis on the social, cultural, structural, and environmental determinants of mental health. We will address mental health disparities between high- and low-income countries, as well as the meanings of psychiatric explanatory models in advantaged and disadvantaged communities. Populations of focus will include migrants, refugees, internally displaced persons, and the urban homeless. Throughout the course, we will explore the growing research in the field of indigenous psychology, which promotes local knowledge, as well as the structural competency movement, which emphasizes the socio-institutional origins of health disparities.

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**

#### **PSYC271 Life-Span Development**

This course summarizes classic and current theory and research on human development, highlighting the life-span perspective on development and the interacting contributions of biology and environment. Commonalities and differences among ethnic groups and cultures are considered, as are the broader social contexts within which individuals develop. Implications for educational practices and social policy are also discussed.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

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**

Identical With: **AFAM287**

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, SBS-QAC**

Identical With: **QAC201, GOVT201, NS&B280**

Prereq: **None**

#### **PSYC280Z 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, SBS-QAC**

Identical With: **QAC201Z, GOVT201Z, NS&B280Z**

Prereq: **None**

#### **PSYC291 Language and Thought**

This course provides a close examination 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 several prominent hypotheses about language and thought, including 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: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

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**

#### **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**

#### **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**

### **PSYC316Z Schizophrenia and its Treatment**

Please note: readings and assignments will be due during winter break, prior to arriving on campus for Winter Session. Please visit the Winter Session website for the full syllabus - <http://www.wesleyan.edu/wintersession>.

The goal of the 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 in 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; (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: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B316Z**

Prereq: **None**

### **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**

### **PSYC324 Culture and Denial**

Intensive research on cultural illusion using interpretive methods will be done. Books and movies about women escaping patriarchy will be our primary focus.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC261**

### **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-PSYC**

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****PSYC332 Seminar in Cognitive Neuroscience**

This seminar is an in-depth analysis of the ways that scientists study the neural basis of cognition in humans. Topics to be covered include the representation of

visual categories, the neural influence of attention, episodic memory, theories of spatial cognition, and decision-making. Through reading and discussion of primary research articles, we will evaluate the methods and theoretical debates in each domain, while recognizing and integrating common themes that link across the field. Students will also learn how to work with simple computer models and simulations (using Python), in order to gain a strong foundation in the computational principles that underlie recent advances in the field of cognitive neuroscience.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **NSM-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 or ENGL208]****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**

### **PSYC347 Science of Suicide Risk & Prevention**

This course will explore the science of suicide research, prevention, and intervention. Topics will include terminology, epidemiology, historical and contemporary theories of suicide, ethical and methodological challenges to suicide research, risk and protective factors, empirically supported approaches to prevention and intervention, suicide in the media and popular culture, and emerging issues and controversies in the field of suicidology. In many ways, the field of suicide research is young and knowledge is rapidly changing. Special attention will be paid to novel methodological advances in clinical psychological science. The course will use books, empirical articles, class discussion, critical thinking, exams, and writing assignments to accomplish its learning objectives. This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness nor will it address assessing suicide risk among friends or family members.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

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**

### **PSYC349 Introduction to Madness Studies**

What does it mean to be 'mad'? Are all mad people mentally ill? In recent years, just as clinical psychologists and psychiatrists have honed their technico-scientific infrastructures for studying and classifying psychopathology, a nascent academic discipline called 'madness studies' has emerged. Madness studies aims to interrogate and diversify discourse about unusual, extreme, and distressing mental states, as well as to reclaim languages about madness that are viewed as inappropriate and stigmatizing. This course explores the recent history of madness studies as an academic discipline, charting its relationship to historical shifts in mental health research and practice, as well as to related interdisciplinary arenas such as disability studies, liberation psychology, and the philosophy of psychiatry. We examine the rise of consumer, survivor, and ex-patient (C/S/X) movements, exploring differences among those who identify as having mad pride and mental illness. With particular focus on first-person accounts of lived experience, readings cover issues of epistemic and social justice in mental health discourse. Throughout the course, students attend to pluralistic ways of understanding and studying madness, including biopsychiatric, psychosocial, spiritual, and indigenous approaches.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

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**

### **PSYC352 Applied Social Psychology**

In this course you will learn about how social psychology theory is used in 'real world' applications. Topics include application of social psychology to social problems, application to practical problems in groups and organizations, and how to design and evaluate a social psychological intervention.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**Gen Ed Area: **SBS-PSYC**Prereq: **PSYC105****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 including schizophrenia, Alzheimer's disease, sleep disorders, anxiety disorders, 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: **OPT**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****PSYC359 Making the Psychological: Discovering, Manufacturing, Circulating**

Psychology aims to explain human experiences and thoughts, including unconscious ones. Using scientific methods, psychology produces valid representations of human nature, names them, and circulates that knowledge for both its truth value and usefulness to society and individuals. Despite much success in these aims, the validity of much of psychology's knowledge is in being challenged - as evidenced in recent concerns about the reproducibility of experiments. We will examine the epistemic grounds of psychology's truth claims and consider alternative models that understand the truth claims to be enactments, constructions, or ideologies that rehearse cultural beliefs. Case studies of science-based knowledge eventually found to be inaccurate or exaggerated (priming research; the power pose) are used to examine how some truth claims are generated and challenged, and cases of robust research are used to explore how some truth claims acquire credibility inside and outside the laboratory. We ask, too, how these claims travel to be taken up as new ways for individuals to experience the self and social world, and examine the public's and our own aspirations to expand consciousness and act otherwise. Students will develop case studies of psychological knowledge, its validation, circulation, and effects in the world.

Offering: **Crosslisting**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-CHUM**Identical With: **CHUM359, SISP360**Prereq: **PSYC105****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****PSYC363 The Dramaturgical Approach to Psychology**

The objective of this course is to explore the use of the language of theater in the illumination of psychological questions. Material for the course will be about half drama, half readings from social psychology. Among the issues to be explored are politics as theater, audience effects, role-playing as a teaching and therapeutic technique, the actor's identity problems, and general theory of the mask.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-PSYC**Prereq: **PSYC105****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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC200 OR QAC201 OR ECON300**

#### **PSYC370 Advanced Psychology Seminar for Thesis Writers**

This is an advanced seminar course for students completing a thesis (Senior Honors or BA/MA) in a psychology lab or related research discipline. The course will allow students an opportunity to develop skills that are relevant for thesis writers. A specific focus of the course will be on developing research presentation skills. This course will also provide students an opportunity to practice how to effectively discuss their thesis topic with a broader audience.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC570**

Prereq: **None**

#### **PSYC379 Advanced Research in Conceptual Development**

Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **None**

#### **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**

#### **PSYC386 Advanced Research in Sleep**

This advanced research course is designed to provide students with an in-depth understanding of how to critique and analyze psychological research. Specifically, we will focus on research within the field of sleep and psychosocial functioning. This seminar course takes an intensive lab-based approach. Students will have access to a comprehensive dataset that includes assessments of stress, anxiety, depression, physical activity, interpersonal relationship quality, personality, procrastination, and chronotype. Based on this data, students will be expected to commit to a semester-long project, which involves analyzing data and reporting findings on a self-selected topic. Upon completion of this course, students will have a strong working knowledge of the field of sleep and psychosocial functioning. This course also provides opportunities for students to develop analytical, writing, critical thinking, and presentation skills. Students also will gain data analytic skills 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**

### **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 cognition-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**

### **PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness**

Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B393**

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**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Prereq: **PSYC265 OR PSYC208 OR PSYC365 OR PSYC200 OR QAC201 OR ECON300**

### **PSYC397 Advanced Research in Clinical Psychology**

This advanced research course provides students the opportunity to conduct supervised research in clinical psychology, specifically in the area of suicide and self-injurious behaviors. Depending on the semester and student interests, tasks may include study design, data collection, clinical interviewing, data management, data analysis, and manuscript preparation. Weekly lab meetings will focus on current topics in clinical research and will include student presentations. All students will complete a research paper in journal article format. It is expected that those enrolled in this course will work independently and take initiative to extend their learning in the areas most consistent with their interests.

Note: This course is not designed to resolve personal experiences with suicidal thoughts, suicide loss, or mental illness, nor will it address assessing suicide risk among friends or family members.

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 Advanced Research in Gambling, Drugs, and Junk Food**

This advanced laboratory course provides in-depth training in 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 gives students the opportunity to carry out an independent group animal research project in the lab, which may require a slightly heavier time commitment for the duration of the experiment (typically around two weeks). Students will learn how to handle rats in a behavioral neuroscience research setting and how to design and carry out an experiment to measure reward and motivation using diverse apparatuses such as operant (Skinner) boxes or conditioned place preference chambers. Research typically focuses on rodent models of gambling, diet-induced obesity, and drug addiction. The course also focuses on strengthening students' scientific writing and oral presentation skills.

In addition, the course contains a service learning component in which students will work to develop a brief presentation/talk on a topic related to gambling, eating disorders, or drug addiction. Students will practice their talk in class with the aim of presenting it to local middle and high school students, in order to provide more information and education about these topics and the state of current research surrounding them.

Offering: **Host**

Grading: **OPT**

Credits: **1.25**

Gen Ed Area: **NSM-PSYC**

Identical With: **NS&B399**

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**

**PSYC570 Advanced Psychology Seminar for Thesis Writers**

This is an advanced seminar course for students completing a thesis (Senior Honors or BA/MA) in a psychology lab or related research discipline. The course will allow students an opportunity to develop skills that are relevant for thesis writers. A specific focus of the course will be on developing research presentation skills. This course will also provide students an opportunity to practice how to effectively discuss their thesis topic with a broader audience.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC370**

Prereq: **None**

# 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**

## QAC154 Working with MATLAB

The content of this course focuses on learning the basics of utilizing MATLAB to program and solve basic problems. We will operate on the assumption that students have no prior experience with programming. The goals of the course will be to develop algorithmic thinking, problem solving, and quantitative skills within the context of MATLAB. The course will cover essential mechanics of programming, many of which are common to all programming languages, as well as some selected advanced topics. With the expectation that students with a broad background with various motivating factors lead them to enroll in

the course, students will be invited to apply the skills learned in the course to completing the culminating final project related to their specific interests.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Identical With: **IDEA154**

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: **NSM-QAC, SBS-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: **NSM-QAC, SBS-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: **NSM-QAC, SBS-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**

#### **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, SBS-QAC**

Identical With: **GOVT201, PSYC280, NS&B280**

Prereq: **None**

#### **QAC201Z 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, SBS-QAC**

Identical With: **GOVT201Z, NS&B280Z, PSYC280Z**

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 spatial analysis platforms. Classes will consist of short lectures, hands-on training, 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. Readings across multiple disciplines 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: Machine Learning Methods for Text, Audio and Video Analysis**

In this course, students will learn machine learning techniques to analyze text, audio, and video data. The course consists of three parts: text analysis, audio analysis and video analysis. Each part will first introduces how these non-traditional data can be converted into mathematical objects suitable for computer processing and, particularly, for the application of machine learning



techniques. Then students will learn a selection of supervised and unsupervised learning algorithms that are effective for text, audio, image/video analysis. Finally, students will explore major applications of these techniques such as sentiment analysis, speech emotion recognition, face recognition, pedestrian detection, keyframe extraction.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-QAC**

Identical With: **CIS239**

Prereq: **COMP112 OR QAC155 OR QAC156**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **CIS241**

Prereq: **None**

#### **QAC250 An Introduction to Data Journalism**

This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.

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**

#### **QAC251Z 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: **CIS251Z**

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: **None**

**QAC305 Exploratory Data Analysis and Pattern Discovery**

The course introduces the theory and practice of exploring, describing, summarizing and detecting patterns of interest in complex datasets. Various approaches including aggregation, clustering, data visualization, and latent variable modeling will be employed. This course will give students an opportunity to develop computational skills (primarily in R) and to learn how to discover and interpret relationships in unstructured observational data. The applications and examples for this course will be broad and relevant to many fields of study.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **QAC211 OR ECON300 OR GOVT367**

**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: **NSM-QAC, SBS-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 GOVT201 or PSYC280 or NS&B280] OR QAC380 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: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 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: **OPT**

Credits: **0.50**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 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: **NSM-QAC, SBS-QAC**

Prereq: **[QAC201 or GOVT201 or PSYC280 or NS&B280] OR QAC380 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: **NSM-QAC, SBS-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 science, social science, and humanities research 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, such as a component of a senior thesis, work on a faculty member's research project, or a community-based service-learning project. 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).

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-EES**

Identical With: **E&ES380, E&ES582**

Prereq: **QAC231 OR E&ES280**

#### **QAC356 Advanced R: Building Open-Source Tools for Data Science**

An in-depth exploration of the R programming language and development environment; from syntax and data structures, to data analysis and visualization, report writing, project management, and software development. Students will work in teams to create open-source data science applications that can be used to manage and prepare data, perform statistical analysis, and create compelling visualizations and reports. Students will also have an opportunity to contribute to a shared Wesleyan R package that contains datasets and functions that are useful for teaching introductory and advanced data science courses.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-QAC, SBS-QAC**

Prereq: **QAC201 or MATH132 or ECON300 or QAC302 AND COMP112 AND QAC156 or QAC211 or QAC251**

#### **QAC378 DeltaLab: Computational Media Analysis**

The content of this course focuses on Wesleyan Media Project media data, including advertising and local television news, and exposes students to a variety of computational ways of making that data more accessible through computational analyses and visualization. Projects are often but not exclusively group-based and draw upon the range of different disciplinary perspectives. Students will engage with the instructors and other lab members once a week for updates on their projects, will attend skill demonstration meetings and smaller group sessions to facilitate lab knowledge transfer, and will engage regularly in hands-on work with the data.

Offering: **Host**

Grading: **OPT**

Credits: **0.25**

Gen Ed Area: **SBS-QAC**

Prereq: **None**

#### **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: **NSM-QAC, SBS-QAC**

Prereq: **MATH132 OR ECON300 OR PSYC200 OR [QAC201 or GOVT201 or PSYC280 or NS&B280]**

#### **QAC381 QAC Praxis Service Learning Lab**

As a service learning lab, this course provides students with an opportunity to further develop their abilities to analyze data and apply their knowledge and statistical computing skills as they work closely with nonprofit community partners on data analytic projects. Students in the course will identify research questions of interest to the community partner, gather and manage data, conduct statistical analyses, and interpret and summarize results. The service component involves providing statistical consulting to community partners by formulating and completing data analytic projects, the results of which may be used to improve services, identify areas requiring increased services and areas in which services can be made more efficient, as well as improving data collection, data reporting, and organizational functioning.

Offering: **Host**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **SBS-QAC**

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: **RL&L127, LAST127**

Prereq: **None**

#### **RELI151 What is Religion? Shamans, Kool-Aid, and the First Amendment**

Were the people who drank the Kool-Aid at Jonestown brainwashed, or did they die for a noble cause? How do evangelical Christians read the Bible, and does it have anything to do with their support for Trump? Can theology help us be better environmentalists? What's the relationship between gender, shamans, and Stalin? What exactly does the First Amendment protect? This class will introduce you to the ways in which we study religions by reading critical case studies about the Peoples Temple, Mongolian shamanism, Jerry Falwell, ecospirituality and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual tools for understanding the role of religion in the contemporary world.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AMST261, AFAM141**

Prereq: **None**

#### **RELI151F What is Religion? Shamans, Kool-Aid, and the First Amendment (FYS)**

Were the people who drank the Kool-Aid at Jonestown brainwashed, or did they die for a noble cause? How do evangelical Christians read the Bible, and does it have anything to do with their support for Trump? Can theology help us be better environmentalists? What's the relationship between gender, shamans, and Stalin? What exactly does the First Amendment protect? This class will introduce you to the ways in which we study religions by reading critical case studies about the Peoples Temple, Mongolian shamanism, Jerry Falwell, ecospirituality and freedom of religion court cases. This is not a survey of world religions, and once you've taken What is Religion?, you'll know why we don't teach that at Wes. You will also have a critical set of intellectual 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)**

This course approaches the Hebrew Bible within its historical context while considering its literary, philosophical, and artistic legacy. Students will be exposed to the main historical strands of biblical criticism, while also engaging with the challenges of interpreting the Bible as modern readers: How and when did the Hebrew Bible come to be, and what relevance might it hold for

us today? By beginning at the beginning and proceeding systematically through the Hebrew Bible, students will hone their skills as readers and interpreters of the Bible as a canon. Students will consider questions of the texts' function, universality, and authority, and will be encouraged to explore the wide range of biblical interpretations in literature, music, and the fine arts from antiquity to the present day.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **MDST203, CJST244, COL237, WLIT281**

Prereq: **None**

#### **RELI203 Jews & Judaism: Race, Religion, Culture**

What is a Jew? Are Jews white? Must a Jew believe in God? What is at stake when defining someone as a Jew? Using sources ranging from the Hebrew Bible to contemporary films, this course examines various facets of Jewish life, paying special attention to contesting definitions of Jewishness as race, religion, and culture. Building on a chronological discussion of Jewish history, we will ask theoretical questions such as the relation between gender and biblical interpretation, the relevance of religious law in contemporary society, and the challenges of diasporic thinking to national sovereignty.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CJST203**

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 Dharma, Karma, and Living with the God/dess/es: 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**

#### **RELI207 Buddhist Psychology in Modern Perspective**

The Buddhist tradition preserves a sophisticated model of mind and behavior in the early literature of the Pali Canon, along with a profound set of practices for transforming human experience from unhealthy to healthy states. Much of this lore is of great interest to modern psychologists, scientific researchers, and philosophers of mind, and is having an impact on a wide range of contemporary fields. This course begins with a survey of the core ideas of Buddhist psychology as they are presented in classical texts, then goes on to explore how these ideas are influencing the work of mental health professionals, cognitive scientists, social scientists, and others.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

#### **RELI207F Who is the Dalai Lama? (FYS)**

This First Year Seminar introduces the institution of the Dalai Lama of Tibet and the individuals who have filled that role from a wide range of sources and perspectives. Topics include regional histories of Buddhism; the unique Tibetan tradition of recognized reincarnations (tulku) and the Buddhist philosophical principles that support it; and a survey of prominent Dalai Lamas from the 15th century to the present day. The seminar examines the activities of the current Dalai Lama in his role as traditional Buddhist teacher, political leader, and international superstar, through the lenses of the PRC government media, Indian exile communities, and the modern West. Later classes will also address issues of Western and Chinese forms of Orientalism and myth-making about Tibet. Readings include the writings of past and current Dalai Lamas as well as supporting secondary literature.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CEAS217F**

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**

This course invites students to engage the text of the New Testament and other early Christian writings while becoming familiar with critical issues surrounding their composition, authorship, and reception. Students will be expected to demonstrate the following: acute engagement with the New Testament as an ancient text, ability to articulate (though not necessarily to agree with) viewpoints other than one's own, an understanding of the formation of the New Testament, and an appreciation of the New Testament's history of interpretation. Issues that will also be covered in this course include the study of the historical Jesus, the canonicity of the New Testament, extra-New Testament texts, interpretive strategies, and various issues involving the New Testament and race, sexuality, slavery, and gender.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **MDST214**

Prereq: **None**

**RELI213 Refugees & Exiles: Religion in the Diaspora**

Recent years have seen the on-going tragic refugee crisis, with millions of people being displaced because of war and ecological disasters. That this crisis also has religious overtones is evident by the so-called travel ban in the United States or the rhetoric used by right wing leaders across Europe. This course deals with the meaning of refuge, exile, and diaspora through three perspectives: philosophical, historical, and literary. A variety of case studies—including the contemporary refugee crises in the Middle East, the black transatlantic, and the destruction of the temple in the Hebrew Bible—will raise for us various questions: What does it mean to be violently forced to leave one's home? How is it possible to make sense of such a tragedy? What creative power can diaspora muster to the rescue of culture? This course is a Service Learning course in cooperation with WESU 88.1 FM Middletown. Each student's final project will be a radio show based on an analysis of a selected refugee crisis. To learn more and listen to last year's shows visit <https://reli213.site.wesleyan.edu>.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **CJST214**

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: **OPT**

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: **RL&L226, 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 liberation, feminist, 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 Islamic traditions 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 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**

#### **RELI221F Islam & Muslim Cultures (FYS)**

This course provides an introduction to Islamic traditions 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 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 US, the course will demonstrate how contemporary Muslim communities exist within global networks that shape local and transnational religion, cultures, and politics.

Offering: **Host**  
 Grading: **OPT**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-RELI**  
 Prereq: **None**

#### **RELI222 Identity and Jewish Literature: Sexuality, Race, and Gender**

What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem, Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.

Offering: **Crosslisting**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-CJST**  
 Identical With: **CJST222**  
 Prereq: **None**

#### **RELI224 Zen Buddhism Across East Asia: Teaching and Practice**

In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century.

Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.

Offering: **Host**  
 Grading: **A-F**  
 Credits: **1.00**  
 Gen Ed Area: **SBS-RELI**  
 Identical With: **CEAS228**  
 Prereq: **None**

#### **RELI224F Zen Buddhism Across East Asia: Teaching and Practice (FYS)**

In this course, we will examine Zen/Chan Buddhism in history and in its contemporary practice. We will trace how Zen Buddhism sprouted from Chinese religious traditions in the Tang Dynasty (618-907), flourished in the Song Dynasty (906-1279), and then spread to other East Asian countries such as Japan and Korea. Then, we will pay attention to the ways in which Zen Buddhism found its way to modern Western society, through figures such as D. T. Suzuki and Okakura Kakuzo since the 19th century.

Course readings consist of primary sources of Zen Buddhism, which are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary works inspired by Zen Buddhism, supplemented by secondary scholarship. We also investigate how Zen Buddhism has been expressed in garden designing, poetry, tea ceremony, and

as a way of life in contemporary Western society. A field trip to a Zen meditation center will be organized during the course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

#### **RELI225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)**

Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **REES225F**

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 Religion**

This course serves as an introduction to major themes of Buddhist thought and practice within the cultural and historical framework of Tibet and the wider Himalayan world. In doing so, it examines various approaches to the study of religion and questions traditional definitions of categories such as 'religion' and 'Buddhism' themselves. Beginning with a close study of Patrul Rinpoche's classic 19th-century guide to Tibetan Buddhism, the early part of the course focuses on the doctrinal foundations of the tradition. This is followed by a historical and more critical examination of Tibetan religious history, proceeding from Buddhism's Indian antecedents and its initial arrival in Tibet during the seventh century through the present day. The course will explore a wide range of Tibetan religious cultures and practices including Buddhist ethics, systems of monastic and ascetic life, ritual activities, sacred geography and pilgrimage, lay religion, as well as the status of Tibetan Buddhism under Chinese occupation and in the West. The majority of readings will consist of primary texts in translation, and will concentrate on Tibet's rich narrative literary tradition. These will be supplemented by secondary literature on the study of religion and Tibetan Buddhism.

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**

#### **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, their role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

Offering: **Host**

Grading: **OPT**

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 Introduction to Buddhist Thought and Practice**

This course will introduce significant aspects of Buddhist thought and practice, primarily as it manifested through the literature of India, South Asia, and East Asia. It begins with an overview of the historical Buddha's life and the development of early Buddhist ideas and practices. The course then introduces the Mahayana or Great Vehicle tradition that began to emerge around the first century BCE, as well as later forms of esoteric Buddhism known as Tantra. The course concludes with the development of modern Buddhism in Asia and its manifestation in the West. Readings consist mainly of primary Buddhist texts in translation, which are supplemented as necessary by works of secondary scholarship. The course broadly examines the topics of Buddhist philosophy and ethics, monastic and ascetic life, meditation and ritual practices, and the material culture of Buddhist societies, including artistic traditions, architecture, and book culture.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Prereq: **None**

#### **RELI250 Islamic Movements and Modernities**

The so-called Islamic State once grabbed headlines daily with criminal acts primarily committed against other Muslims, but also against non-Muslims. Its violence 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, Europe, 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**

#### **RELI255 Heretics and Heresy**

What is religion all about? Is it fundamentally about belief, truth, or God? About understanding, revelation, or salvation? Is religion about one's origins, identity, or destiny? Is it about what one does or is supposed to do? How would we ever know? And who gets to say so? This class will explore the emergence of 'heresy'-- notions of error--in the construction of religious belief and practice in ancient Christianity, and how 'heretics' became central to the way Christianity defined itself in relation to Jewish and Greco-Roman religious traditions. We will examine these issues, in part, by reading a number of remarkable, and recently discovered 'heretical' texts from antiquity and early Christianity, including the Gospel of Thomas, the Gospel of Mary, the Gospel of Judas, the Gospel of Truth, and the Cologne Mani Codex.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

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**

#### **RELI266 Buddhism and Social Justice**

In this course students will get a basic introduction to Buddhism, covering major concepts including interdependent origination, suffering, not-self, and Buddhist ethical practices. Through major historical texts, we will establish a uniquely Buddhist basis for social justice. Historical texts to be covered include the Dhammapada, Therigatha, Jataka Tales, and Shantideva's A Guide to the Bodhisattva's Way of Life. We will discuss major philosophical questions such as, 'how can we strive for change, while simultaneously accepting things as they are?' 'How do we respect the importance of identities while denying the existence of a self?' 'If the world will always be imperfect, why bother trying to improve social conditions?' We will then discuss contemporary applications of Buddhism for social change, and compare these with non-Buddhist approaches. Modern texts include 'Soaring and Settling' by Rita Gross, 'Freedom in Exile' by His Holiness the 14th Dalai Lama, 'Burdened Virtues' by Lisa Tessman, and 'Strength to Love' by Martin Luther King Jr.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL266, FGSS263**

Prereq: **None**

#### **RELI268 Black Religions in the Americas**

This course will focus on the African-based religious systems that cultivated traditional ways to survive slavery, white supremacy, and state violence. We will focus on Vodou in Haiti, Regla de Ocha (Santería) and Palo Mayombe in Cuba, Obeah in Jamaica, and aspects of Black religions in the US. We will discuss questions of method and themes of political resistance, orality, secrecy, magic, 'authenticity,' commodification, and the ethics of representation. We will also look at the Black church and especially the rise of the Pentecostal movement in African and Afro-Caribbean spaces, as well as visionary Black religious thought.

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: Godlessness from Luther to Lenin**

Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **REES216**Prereq: **None****RELI272 Ethics After the Holocaust**

The philosopher Theodor Adorno declared, 'To write poetry after Auschwitz is barbaric.' The Holocaust is a challenge to our understanding of modern society, ethics, and what it means to be human after Auschwitz. In this course, we will investigate how the Holocaust orients contemporary discussions on questions of guilt, forgiveness, and evil. What does it mean to remember, to forgive, and to forget? Can one ethically represent the Holocaust in art? We will explore these questions using various sources, including works by Hannah Arendt, Adorno, and Emmanuel Levinas, as well as museums, memorial sites, and cinematic representations.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **CJST272, GRST266**Prereq: **None****RELI275F Religions Resisting Modernity (FYS)**

Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? 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, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in the study of religions is necessary. 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**Identical With: **RL&L275F**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: **OPT**Credits: **1.00**Gen Ed Area: **SBS-RELI**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**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: **OPT**



Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AFAM282, AMST242**

Prereq: **None**

**RELI280F Mixed in America: Race, Religion, and Memoir (FYS)**

This first-year seminar 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **AFAM282F**

Prereq: **None**

**RELI282 Religion and the Scientific Imagination**

Where do we get the idea that science and religion are opposed to one another? What did Darwin do to classic proofs of the existence of God and how have those proofs bounced back? What sort of evidence do theologians marshal in support of their hypotheses, and what sort of spiritualities do scientists generate in support of theirs? What do neuroscientists think they're finding when they measure the neural activity of meditating monks? What are the 'new atheists' so annoyed about? How do cosmologists talk about the origins of the world, and how do climate scientists talk about its end? In this class we will explore the many ways 'religion' and 'science' have interacted, conflicted, collided, and combined with one another--in an effort to move beyond the frankly boring 'debates' between them.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **SISP282**

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**

**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'? Does the term 'sacred' even translate in other languages? 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.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

**RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion**

With the dawning of modernity, Europe's colonial and scientific adventures opened a distinction of mutual suspicion between theology and philosophy. Broadly speaking, 'philosophy of religion' is the effort to evaluate the claims of revelation and reason in terms of one another. 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, Romantics, and liberationists. Themes 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, 'divine' racism, the gender of God, the ecocidal tendencies of Abrahamic theology, and the role theology might or might not play in efforts toward ecological, sexual, and racial justice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **PHIL282**

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****RELI305 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, and the contribution such anxieties have made to an unequally distributed attack on the 'environment.'

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **SBS-RELI**Identical With: **FGSS304, SISP305**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 to the study of 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 pick a ritual that they are interested in and will attend that ritual several times over the semester, conducting practical fieldwork exercises and applying the theories we read in class. The assignments culminate in a paper in which students will be required to analyze 'their' ritual using the theory we read together in class. For these assignments, students are encouraged to define ritual broadly and creatively. The goal of the class is to gain an understanding of theoretical approaches to ritual by applying these theories to the social world around them.

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****RELI309 Scoundrels, Sinners, and Saints: Approaches to Buddhist Life Writing**

This seminar will examine a variety of religious biographies and autobiographies in order to evaluate the significance of life writing in the Buddhist traditions

of Asia. Materials will cover a broad range of historical periods, from early medieval to modern, and geographic regions, including South Asia, East Asia, the Himalayas, and Tibet. Topics include the structure, function, style, production, and reception of biographies and autobiographies, as well as more thematic questions of religious transmission, soteriology and praxis, formations of self-identity, gender, and the relationships of biographical literature to art and pilgrimage. Readings include primary Buddhist texts in translation supplemented by secondary scholarship on hagiography and sainthood, literary theory, narrative constructions of the self, and Buddhist history.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Prereq: **None**

#### **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**

Prereq: **None**

#### **RELI314 Buddhist Traditions of Mind and Meditation**

This seminar surveys a range of Buddhist meditation practices in the context of traditional theories of mind, perception, and cognition, with an emphasis on the traditions of South Asia, East Asia, and the Himalaya. Beginning with canonical descriptions of the mind and its variety of mental states, the course will then examine early scriptural expositions on the two principal types of meditation techniques: tranquility or concentration meditation (*samatha*) and insight meditation (*vipasyana*). Next will be an examination of techniques for cultivating compassion and the view of emptiness that were central to the later Indian traditions of the Mahayana or Great Vehicle. The course will finally turn to the elaborate systems of Tantra that developed in India and spread through Tibet, which incorporate the visualization of deities and recitation of mantras. Readings will include both primary Buddhist canonical works and commentaries by contemporary Buddhist teachers in English translation as well as secondary scholarship on the historical context of Buddhist meditation systems, cognitive theory, and ritual practice.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

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**

#### **RELI317 Colonizing Space: Exploration, Extraction, and Inhabitation**

On March 26, 2019, Vice President Mike Pence directed NASA, under the authority of the president, to ensure that the US be the first nation to return to the moon, and to do so 'by any means necessary.' In this shocking appropriation of Malcolm X's call to black liberation, Pence announced an uncompromising endeavor to secure American sovereignty in the face of the technological advancements of China, Israel, and India—not to mention the perennial aeronautic rival of Russia. Considering the persistent underfunding of scientific research in the US, fulfilling this presidential injunction will require NASA to cooperate with private corporations like lunar minder Moon Express and Planetary Resources, along with aspirational Mars-colonizers SpaceX and Blue Planet. This course will track the ideological and colonial history of the space race before coming to terms with the scientific, corporate, and legislative landscape that enables its contemporary expression. It will explore the mythological underpinnings, narrative imaginings, and theological justifications for unfettered exploration and inhabitation in order to interrogate the possibility of an ethically and ecologically sustainable space program.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **ENVS317, SISP327**

Prereq: **None**

#### **RELI318 Awesome Cinema: Religion, Art, and the Unrepresentable**

How does one represent the unrepresentable? In particular, how might a medium like cinema, founded on recording the visible world, move us to sense something beyond human experience? Various artistic, religious, and religiously artistic traditions use mystery, horror, surprise, disgust, and pleasure to evoke the uncanny, the majestic, the terrifying, and even the sublime in us. This class examines how filmmakers prompt audiences to feel awe (which might be awesome, awful, or both) and how that relates to religious engagement with the nonrational. Noting parallels in painting, ritual, architecture, and other means of expression, we consider how art structures emotion, perception, and cognition to exceed representation of the known. This class will examine how aliens, avatars, black holes, death, deities, demons, saints, saviors, superheroes, and nature have been conduits to that which appears to escape reason. Films will include 'Arrival,' 'Interstellar,' 'The Exorcist,' 'Jai Santoshi Maa,' 'Passion of Joan of Arc,' 'Ten Canoes,' and 'Yeelen.'

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-FILM**

Identical With: **FILM318**

Prereq: **RELI151 OR FILM307**

**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**

**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**

**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**

**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 gender and sex, as well as contemporary historical, sociological, cultural, and literary studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans\* practices, politics, identities, and reproductive justice.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RELI**

Identical With: **FGSS309, MDST379**

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 intersectionality 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**

#### **RELI393Z '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.

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Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST395Z, REES344Z**

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**

#### **RELI398 Majors Colloquium in Religious Studies**

This seminar provides an opportunity for majors to reflect even more 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, feminist theory, and post-colonial theory. Our task is to understand and assess how scholars of religion make critical judgments. The seminar will explore how scholars operate within disciplinary communities, choose their topics, engage interlocutors, and weigh issues of emic and etic interpretation. 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: **RELI151**

**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: **Cr/U**

**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**

**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**

# ROMANCE LANGUAGES AND LITERATURES

## **RL&L122 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**

## **RL&L123 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**

## **RL&L123F Love, Sex, and Marriage in Renaissance Europe (FYS)**

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, friendship, religion, family and class structures, and divorce.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL123F, FGSS123F, MDST125F, WLIT249F**

Prereq: **None**

## **RL&L125 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**

## **RL&L126 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**

Prereq: **None**

## **RL&L127 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**

**RL&L129 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**

**RL&L140F Van Gogh and the Myth of Genius (FYS)**

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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA140F**

Prereq: **None**

**RL&L148F Responding to Political Turmoil (FYS)**

'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--including the creation of the U.S.; 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--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 course is both academic and project-based: as we gain perspective through academic readings and assignments 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 intended 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**RL&L176 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**

**RL&L201 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**

**RL&L203 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST203**

Prereq: **None**

**RL&L210 Medieval Art and Architecture, c. 1100-1400**

This course introduces the art and architecture of Romanesque and Gothic Europe, c. 1100-1400, focusing especially on Germany, France, Italy, England, and Spain, as well as the wider Mediterranean. Architecture, painting, sculpture, and the luxury arts (e.g., metalwork, ivory, and textiles) will be our focus, supplemented by primary-source texts and secondary literature. Key themes will include sacred spaces, such as cathedrals and monasteries; sacred images and devotion; gender; pilgrimage and the relic; geography; the other; the monstrous and the miraculous; courtly love and chivalry; the relationship between Christianity, Judaism, and Islam; and premodern definitions of art, the artist, the donor, craftsmanship, and value.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA210, MDST210**

Prereq: **None**

#### **RL&L212 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, MDST222**

Prereq: **None**

#### **RL&L213 Introduction to Existentialism**

This course is an introduction to 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 self-descriptively by Jean-Paul Sartre, and was widely disseminated both by his own literary and philosophical contributions and those of his intellectual interlocutors--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 1950s. In this course, we will begin by exploring the root and intellectual origins of this tradition through the work of philosophers and authors like Friedrich Nietzsche, Fyodor Dostoyevsky, and Soren Kierkegaard. We will spend a considerable time on some of this philosophical tradition's central tenets like 'freedom,' 'the absurd,' 'existence precedes essence,' 'facticity,' 'authenticity,' and 'despair.' Because existentialism also resonated widely with anti-colonial thinkers across the globe, we will end the course by reading important figures in this movement like Frantz Fanon, Richard Wright, and James Baldwin, in order to understand the ways in which existentialism gradually became an intellectual and political tool of contestation against racism and imperialism.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL213**

Prereq: **None**

#### **RL&L220 Authority and Resistance: France Since 1870**

Historians suggest it may be normal for France to be always on the verge of crisis owing to the persistence of irreconcilable conflicts and a celebration and practice of resistance. They conclude that France may be ungovernable, noting that five presidents since 1981, frustrated and resisted, have accomplished very little. This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870-1871 and concluding with current, sustained challenges to state authority and liberal democracy. We will survey this 150-year history, 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, socialism and communism, conservative thought and action, extreme rightist movements, the degradation of rural life, the experiences of three wars against Germany, imperialism and decolonization, key personalities,

and styles of authority and resistance. Times of emergency and crisis will 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; the early years of the Fifth Republic, 1958-1969; the extraordinary career of General de Gaulle; and the 'yellow vests' in 2018-2019.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST220**

Prereq: **None**

#### **RL&L221 The Pedagogy of Second Language Teaching and Learning**

This course offers a foundation for second language (L2) acquisition in the classroom and teaching approaches. Specifically:

- characteristics of L2 learning
- an understanding of the most commonly used L2 methodologies and strategies
- basic know-how for analyzing and creating materials for language learning/teaching
- L2 teaching as a profession

Classes and readings will be in English, given that the tutorial combines students of French and Spanish. However, the development of students' target language (TL) is also considered a priority in the course, supported by looking at authentic and pedagogical materials, creating pedagogical materials of their own, and by using the language in class during volunteering hours.

This course is intended for students who, being FREN, HISP, or RMST majors or advanced learners in French or Spanish, may be considering a career in education, and who commit to volunteering at the Middletown public schools while taking this course (at the very least). There is a volunteering commitment of 2 hours/week minimum during the semester. Students must take this course concurrently with a FREN or SPAN course numbered 215 or above.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

#### **RL&L223 Second Language Acquisition and Teaching**

This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **EDST223**

Prereq: **None**

**RL&L223L Second Language Pedagogy - Teaching Romance Languages**

This course is intended for students who may be considering a career in education. Readings will introduce students to key concepts in second language acquisition and pedagogy. In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom. Students must have completed at least FREN 215, ITAL 221, or SPAN 221 to be eligible for the class. It is recommended that students also be enrolled in an upper-level course in the department of RLL in the same semester.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **EDST223L**

Prereq: **None**

**RL&L224 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**

**RL&L225F Writing Biography: Denis Diderot, a Case Study (FYS)**

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: **WRCT225F**

Prereq: **None**

**RL&L226 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**

**RL&L227 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**

**RL&L229 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**

#### **RL&L230 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**

#### **RL&L231 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, devotional, 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 religious experience, heresies, 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, FGSS224**

Prereq: **None**

#### **RL&L232 Obscure Enigma of Desire**

This course is an introduction to the study of the ways we create meanings when we read texts. It will focus on several deliberately obscure literary texts from twelfth-century France and will examine them in the light of the classical and medieval concepts of enigma, the marvelous (wonderful), fabula, and allegory as well as some modern theoretical works about how we understand narratives. We will seek to understand why deliberate obscurity is an important part of literature and how medieval authors created narratives that seem particularly meaningful precisely because they are obscure. We will consider why we feel these texts have meaning and the ways in which we make them meaningful to us. This course will be co-taught in parallel with a course (in English) on the same

subject offered at the Charles University in Prague by Professor Lucie Dolezalova. About half of the classes will be conducted together with the class in Prague through teleconferencing and Professor Dolezalova will teach one week of the course at Wesleyan and meet with students while she is here.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST232**

Prereq: **None**

#### **RL&L233 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**

#### **RL&L235B Curatorial Workshop: Art and the Ecological Imagination, 1840-1870**

This course examines the emergence of an 'ecological consciousness' in art during the mid-19th century through readings, discussion, and firsthand study of works in the Davison Art Center print collection. Although the term 'ecology' was first coined in 1866, 19th-century thinkers had long been concerned with the interrelationship of organisms, including humans' place and impact on nature. This class examines how visual artists before Impressionism contributed to the 19th century's 'ecological imagination' through their representations of landscapes. Known as the 'Barbizon School,' this group of artists left the metropolis of Paris to immerse themselves in the wild and rugged terrain of the Fontainebleau Forest while also embarking on journeys to remote regions of France. These members of the first artists' colony seceded from the French Academy of Fine Arts and pursued strategies of independence that were allied at the time with radical politics. In their works they experimented with new materials and approaches to composition that included but no longer prioritized humans, in order to foreground processes of transformation internal to nature itself. The consciousness that artists forged through painting and printmaking led them to become among the world's first conservationists; they successfully petitioned the French government to protect parts of the Forest of Fontainebleau some 20 years before the creation of the first National Park in the United States.

The first half of the course will be devoted to reading and discussion; the second half will center on the study of works in the Davison Art Collection, which includes a superb collection of original and experimental prints by Barbizon School artists. The final project will be the curation of a temporary exhibition of works from the collection, including a selection and arrangement of works, explanatory texts, and a public gallery talk.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA263B, ENVS263B**

Prereq: **None**

**RL&L236 Don Quixote: How to Read the Ultimate Novel**

No novel is more celebrated than 'Don Quixote,' albeit in often contrary ways: touchstone at once of the modern and the post-modern; of prosaic and magical realism; of Romantic idealism and skepticism, relativism, or materialism; of a truth-telling folly; and of the competing claims of books and 'life' or history and fiction. Sample superlatives: the one text that can challenge Shakespeare in the Western canon (Harold Bloom), all prose fiction is a variation on its theme (Lionel Trilling), one of the four great myths of modern individualism (Ian Watt). Each generation recognizes itself differently in it and every major literary tradition has made it its own. One secret of its lasting appeal is that, brilliantly improvisatory and encyclopedic, it resists being pinned down. Nothing quite prepares us for the hallucinatory thing itself. There is something for every taste: self-invention; the biology of personality; humor, pathos, and tragicomedy; high and low culture; prose, poetry, and theatrics; episodic variety in a long narrative arc; probing examination of the ambiguities of heroism with a parade of spirited and resourceful heroines who rival and often upstage the heroes; and the disruptive transformations of a new world order (the print, educational, and military revolutions; early modern globalization; incipient capitalism; the explosive growth of profit-driven entertainments). A celebration of the transformative power of imagination even as it casts a gimlet eye on how fantasies can go awry, what passes for 'the real world' is often as nutty as the hero himself. We will read, discuss, and write about 'Don Quixote' in English, together with key examples of the critical, philosophical, literary, and artistic responses it has inspired. The course assumes no familiarity with literature, history, or Spanish; it does call for an interest in grappling with this wonderful text closely, imaginatively, and historically.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL236, MDST236, WLIT247**

Prereq: **None**

**RL&L237 Making New Worlds: Encounters in Early North America**

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, AMST284**

Prereq: **None**

**RL&L238 Liberty and Loyalty: 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, Indigenous 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 Indigenous 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 Indigenous 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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST238**

Prereq: **None**

**RL&L240 The Birth of Modern Art, 1750-1900**

This course examines the birth of modern art in the wake of the French Revolution and traces the evolution of modern art throughout what would prove to be an extraordinary century of social transformation and formal experimentation, ending in the Dreyfus Affair and Post-Impressionism. The story of modern art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of experience, and in which collective ideals gave way to expanded individual freedoms. Themes we will explore in this class include the advent 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 fragmentation of the visual arts into fine and applied arts and attempts at the end of the century to reunify them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA240, COL240**

Prereq: **None**

**RL&L241 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA241, GRST241**

Prereq: **None**

**RL&L243 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA233**

Prereq: **None**

#### **RL&L244 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**

#### **RL&L245 Not Just Neorealism: Italian Cinema, its History and Politics**

This introductory course on Italian cinema, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism and neorealism (as well as its contested legacy), from a consideration of the 'exquisite' examples of the auteur directors like Fellini and Sorrentino to the ways these and other directors enter into dialogue with genre cinema (the giallo, spaghetti westerns, melodrama, etc.), and beyond. Featured filmmakers will be drawn from this list: Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, Leone, Sorrentino, Rohrwacher, Nicchiarelli, Crialese, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews. For interested students with advanced competency in Italian, there will be a .50 credit (CLAC) discussion section, ITAL245/CGST245, at a time to be determined. Please see additional comments below.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **WLIT248, FILM302**

Prereq: **None**

#### **RL&L250 Integrative Learning Project 1: Reflecting About the Liberal Arts**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

All sophomores, juniors and seniors are welcome in this course. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can take this course more than once, but only once per academic year.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT200, AFAM250, CSPL200**

Prereq: **None**

#### **RL&L254 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**

#### **RL&L275F Religions Resisting Modernity (FYS)**

Why did some Native Americans turn to dance while resisting federal troops? Why do creationists reject evolution? Why do some French Muslims wear a veil when their mothers didn't? 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, and Mohandas Gandhi each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. No background in

the study of religions is necessary. Ultimately, the course will challenge our very understandings and expectations of modernity.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI275F**

Prereq: **None**

#### **RL&L278 European Realist Novels**

The realist novel has a strangely ambivalent legacy. On the one hand, like other literary forms, it is repeatedly consigned, dismissively, to an earlier moment in literary history: surpassed by modernism, reimagined by postmodernism, and replaced by film, television, and whatever forms of new media might presently emerge. Yet it has also clearly endured--in the popular imagination as well as in the academy--as a pervasive norm, continually setting the standard against which popular narratives may be judged to be successful and (more importantly) serious. Reading these novels, then, does not just teach about an important period in literary history (though it does that, too); it gives us a better understanding of what we continue to expect from the fictional stories that claim to represent the world around us.

We will spend the first six weeks on an overview of the influential tradition of French realism, reading representative texts by Stendhal, Balzac, and Zola. In the second half of the semester, we will delve into two longer novels that have often been regarded as exemplary (even paradigmatic) works of realist fiction: Eliot's *Middlemarch* and Tolstoy's *Anna Karenina*. While the emphasis will be on the novels themselves--what they do and how they work--we will also read a small selection of secondary texts (variously critical, historical, and theoretical) on realism, narrative, and the novel as genre.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL278**

Prereq: **None**

#### **RL&L284 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 Germany economy? How can we make sense of the Italian 'second republic'?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT284**

Prereq: **None**

#### **RL&L290 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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, GRST231, RUSS340, RULE340, REES340**

Prereq: **None**

#### **RL&L300 The Arthurian Legend on Film**

This course will serve both as an introduction to the Arthurian legend and to its cinematographic representation since the 1940s. Medieval texts will be paired with films that are 'based' -- more or less closely -- on them. We will consider the ways in which these stories are told in literature and in film and the differences between them. We will also consider the ways in which the legend was used to address both medieval and modern preoccupations.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **MDST302**

Prereq: **None**

#### **RL&L301 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.

For further information visit the course web site at: <https://span301.site.wesleyan.edu/>

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN301, FILM301, COL334**

Prereq: **None**

#### **RL&L325 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.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, SISP324, CHUM324**

Prereq: **None**



**RL&L327 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 enable 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL327**

Prereq: **None**

**RL&L333 Appeasement and the Origins of the Second World War**

In this study of Europe's crisis, 1933-1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland, Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST333**

Prereq: **None**

**RL&L339 Modernism and the Total Work of Art**

The term 'total work of art' refers to the German concept of the Gesamtkunstwerk, which 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARHA339, GRST239, GELT239, COL349**

Prereq: **None**

**RL&L350 Integrative Learning Project 2: Senior Capstone**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

This course is intended for seniors who wish to document and reflect about their work in a single 'capstone' experience. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can only take this course once.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT300, AFAM320, CSPL300**

Prereq: **None**

**RL&L351 Deconstruction and Politics**

Following the later work of Jacques Derrida, we will investigate the significance of the concepts of sovereignty and democracy in some important texts of 20th-century continental philosophy. We shall attempt to understand why these notions are taken at face value and yet still pose many problems for that tradition. Why did democracy and sovereignty give rise to many complications and paradoxes while, at the same time, they continue to hold a vital conceptual import within the political as such. We will thus ask why are political philosophies so invested in sovereignty and democracy? Ultimately, we will consider the possibility of a close affinity between the political and the rhetorical, and will try to understand why democracy and sovereignty tend to exceed conceptual grasp. Because our approach will be primarily deconstructive, we shall also attempt to compare it to other modern and contemporary approaches.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL351**

Prereq: **None**

**RL&L377 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**

**RL&L383 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST383**

Prereq: **None**

**RL&L401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**RL&L402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**RL&L407 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**

**RL&L408 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**

**RL&L409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

**RL&L410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **A-F**

**RL&L411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**RL&L491 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 (RUSS)

**RUSS101 Elementary Russian I**

This beginning course in Russian 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**

The course continues to develop basic skills in speaking, writing, and listening to contemporary Russian, as well as the knowledge of basic grammar. 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: **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 develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **(RUSS101 AND RUSS102)**

**RUSS202 Intermediate Russian II**

This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar.

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, WLIT241**

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**

**RUSS208F Otherness & Belonging (FYS)**

One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is 'I am alone, I thought, and they are everyone.' Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and 'enemies of the state' - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES208F, RULE208F, WLIT245F**

Prereq: **None**

**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 individuals to make sense of their 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 memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. 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-REES**

Identical With: **REES220, RULE220, WLIT243**

Prereq: **None**

**RUSS223 After Communism: Animals, Avatars, Hybrids**

During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--

all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **REES223, RULE223, WLIT256**

Prereq: **None**

**RUSS224 Performing Russian Culture: From Peter the Great to the Russian Revolution**

This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of 'Russianness.' The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **REES224, WLIT257, RULE224**

Prereq: **None**

**RUSS233 Introduction to Russian and Soviet Cinema**

This course provides an introduction to the history and poetics of Soviet and Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES233, RULE233, FILM333, WLIT255**

Prereq: **None**

**RUSS235 Queer Russia**

Russia is accustomed to playing the role of the 'evil empire.' The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called 'gay propaganda'--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western

narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES235, RULE235, FGSS234**

Prereq: **None**

#### **RUSS240F Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)**

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. 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 being discussed. These discussions, along with work on building logical arguments, recognizing propaganda and disinformation, and polishing grammar and style, will inform students' own writing (four 5-page papers). We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Gogol's surreal comedies and urbanistic fantasies; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; 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: **REES240F, RULE240F, WLIT240F**

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, WLIT244**

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.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES252, COL262, RULE252, WLIT252**

Prereq: **None**

#### **RUSS254 Nobel Laureates: The Politics of Literature**

The course examines key cultural and socio-historical moments in the development of twentieth-century Russian literature by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature-Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Lev Tolstoy, who rejected being nominated for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES254, RULE254**

Prereq: **None**

#### **RUSS255 Prague, Vienna, Sarajevo: 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: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES255, RULE255**

Prereq: **None**

**RUSS256 The Soviet Century**

This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries.

The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the clichéd view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin.

In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **REES256, RULE256, WLIT246**

Prereq: **None**

**RUSS260 Dostoevsky's BRAT'IA KARAMAZOVY**

A 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. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of *THE BROTHERS KARAMAZOV* in Russian will teach the genres and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES260**

Prereq: **None**

**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: **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**

**RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES277, RULE277, WLIT242**

Prereq: **None**

**RUSS297 Music of Central Asia**

This course offers an introduction to the musical traditions of Central Asia, including the former Soviet republics of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan, and Azerbaijan, Mongolia, and the Xinjiang province of China. The musical landscape of the region will be mapped through major performance repertoires, genres, styles, and instruments in the two sociocultural realms: the nomadic world and the world of sedentary-dwellers. The roles and status of musicians, and the aesthetics and meanings of sound will be explored in relation to wider aspects of culture and social life, and the relationship between Islam and local spiritual beliefs. The dynamics of musical change and the interplay of tradition and innovation in contemporary creativity will be considered in light of the region's political history and connections with contiguous geographical areas (East, South, and West Asia, Eastern Europe), the impact of socialist policies and nation-building in post-Soviet states, and

the effects of globalization, migratory processes, and cultural revitalization initiatives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC297, REES297**

Prereq: **None**

#### **RUSS301 Third-Year Russian I**

This course focuses on the development of speaking and writing skills, and reviews and reinforces grammar.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **RUSS202**

#### **RUSS302 Third-Year Russian II**

This course continues to develop advanced skills in speaking and writing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Prereq: **RUSS301**

#### **RUSS321 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde**

The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an 'off-modern' path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **REES321, GRST221, RULE321, WLIT341**

Prereq: **None**

#### **RUSS330 Reading Tolstoy in Russian (CLAC .50)**

In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-REES**

Identical With: **CGST330, REES330**

Prereq: **None**

#### **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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, RL&L290, 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, WLIT241**

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**

**RULE208F Otherness & Belonging (FYS)**

One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is 'I am alone, I thought, and they are everyone.' Like him, the other protagonists of this course are outcasts,

dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and 'enemies of the state' - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES208F, RUSS208F, WLIT245F**

Prereq: **None**

**RULE220 Speak, Memory: The Russian Memoir**

Memoirs offer a chance for individuals to make sense of their 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 memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. 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-REES**

Identical With: **RUSS220, REES220, WLIT243**

Prereq: **None**

**RULE223 After Communism: Animals, Avatars, Hybrids**

During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS223, REES223, WLIT256**

Prereq: **None**

**RULE224 Performing Russian Culture: From Peter the Great to the Russian Revolution**

This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great

and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of 'Russianness.' The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS224, REES224, WLIT257**

Prereq: **None**

#### **RULE233 Introduction to Russian and Soviet Cinema**

This course provides an introduction to the history and poetics of Soviet and Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES233, RUSS233, FILM333, WLIT255**

Prereq: **None**

#### **RULE235 Queer Russia**

Russia is accustomed to playing the role of the 'evil empire.' The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called 'gay propaganda'--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES235, RUSS235, FGSS234**

Prereq: **None**

#### **RULE240F Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)**

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. 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 being discussed. These discussions, along with work on building

logical arguments, recognizing propaganda and disinformation, and polishing grammar and style, will inform students' own writing (four 5-page papers). We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Gogol's surreal comedies and urbanistic fantasies; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; 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: **RUSS240F, REES240F, WLIT240F**

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, WLIT244**

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.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS252, REES252, COL262, WLIT252**

Prereq: **None**

#### **RULE254 Nobel Laureates: The Politics of Literature**

The course examines key cultural and socio-historical moments in the development of twentieth-century Russian literature by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature-Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Lev Tolstoy, who rejected being nominated for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's

relevance for shaping public discourse on cultural policies, national identities, and international relations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **REES254, RUSS254**

Prereq: **None**

#### **RULE255 Prague, Vienna, Sarajevo: 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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS255, REES255**

Prereq: **None**

#### **RULE256 The Soviet Century**

This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries.

The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the clichéd view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin.

In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **REES256, RUSS256, WLIT246**

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, 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**

#### **RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS277, REES277, WLIT242**

Prereq: **None**

**RULE321 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde**

The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism, as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an 'off-modern' path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **RUSS321, REES321, GRST221, WLIT341**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, RL&L290, 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, WLIT241**

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**

**REES208F Otherness & Belonging (FYS)**

One of the many haunting utterances of Fyodor Dostoevsky's most famous antihero, the Underground Man, is 'I am alone, I thought, and they are everyone.' Like him, the other protagonists of this course are outcasts, dissidents, and strangers - jaded office clerks and repressed misanthropes, queer activists and 'enemies of the state' - who refuse to conform to societal norms, disrupt conventions by saying the unsayable, and write and make art from the margins, the realm of undesirables. Focusing mainly on Russia and Eastern Europe, we will analyze representations of otherness and belonging in fiction, non-fiction, and film. We will explore narratives of undesirability through the thematic prisms of exile and immigration; gender and sexuality; mental illness; prison writing; ethnic difference; religion; and unrequited love. The concept of undesirability will also be our point of entry for constructing arguments about community, privilege, and a society without outsiders.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RULE208F, RUSS208F, WLIT245F**

Prereq: **None**

**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: Godlessness from Luther to Lenin**

Secularism is more than just the absence of religion. It is a political and ideological project with a long history that seeks to separate political and religious authority and imagines whether human life can be richer without religion. This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment philosophers to contemporary critics. We begin with Martin Luther's arguments for the separation of church and state, examine utopian ideals of secular humanism in Mill, Locke, Hume, and Marx. We then trace how these philosophies were embodied in state-sponsored atheism in the Soviet Union and how secularism came to stand for religious freedom during the Cold War. Finally, we examine critiques of the secular project (such as Asad, Mahmood, and others), focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right. This is a seminar focused on close readings of philosophical and critical texts. Assignments include reading responses and reflective essays.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI271**

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 individuals to make sense of their 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 memoirs of prison and of Stalinist terror by Fyodor Dostoevsky and Nadezhda Mandelstam; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam and Marina Tsvetaeva; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own worlds of literary experimentation. 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-REES**

Identical With: **RUSS220, RULE220, WLIT243**

Prereq: **None**

**REES223 After Communism: Animals, Avatars, Hybrids**

During the last two decades of the 20th century, a wide array of Soviet and post-Soviet writers either replaced or merged the traditional human protagonist with another: the animal. Whether featuring a penguin avatar or disillusioned insects; a human centipede or a pack of werewolves, these literary works directly and indirectly shed light on the historical context in which they were written: the last decade before and the one immediately following the dissolution of the Soviet Union. Keeping in mind this historical and social context, we will analyze representations of hybridity, violence, sexuality, and (imagined) communities--all through texts that challenge us to consider what the animal represents and how it affects our expectations of narrative. The secondary readings will situate the animal in a broader philosophical and theoretical framework, and special attention will be paid to postmodernism as a movement in literature and art. Conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS223, RULE223, WLIT256**

Prereq: **None**

**REES224 Performing Russian Culture: From Peter the Great to the Russian Revolution**

This course offers a survey of Russian culture from 1700-1917 through the perspective of performance studies. Starting with the reign of Peter the Great and ending on the eve of the revolution, we read some of the seminal works of the Russian literary canon, including plays, poems, short stories, and novels. We also consider examples from visual and material culture: paintings, sculptures, and everyday objects. Alongside these primary sources, we discuss theoretical pieces from the field of performance studies in order to expose and reflect on the social and political mechanisms embedded in the shaping of various forms of 'Russianness.' The course will explore ever-relevant questions of belonging, display of power, and ideology, and ask how, why, and by whom cultural identities are contrived and performed. The course is conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS224, WLIT257, RULE224**

Prereq: **None**



**REES225F Socialist Utopias: Transcendence and Religion in Communist States (FYS)**

Socialism is a political system predicated on building a better future by transcending the present. But what kind of utopias were imagined in and by actual socialist states like the Soviet Union? Why was atheism so central to Marx's vision of socialism, and what kinds of futures did communists imagine were possible, once religion was removed from society? What kinds of transcendence did communists imagine would exist once they transcended religion? What kinds of religious practices were enabled despite and sometimes because of the state's repression of organized religion? We will read some Marx, some Soviet science fiction as well as ethnographies, ranging from studies that explore how communism is and isn't like a religion, how former atheists became missionaries, how some religious communities survived communism, how mangos became Mao's relics, how Vietnamese spirit mediums channel Ho Chi Minh, and what kinds of imaginaries can flourish in post-socialist ruins like Moscow and Silicon Valley.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI225F**

Prereq: **None**

**REES233 Introduction to Russian and Soviet Cinema**

This course provides an introduction to the history and poetics of Soviet and Russian cinema. From the avant-garde experimentation of Lev Kuleshov, Sergei Eisenstein, and Dziga Vertov to the masterpieces of Andrei Tarkovsky, Sergei Parajanov, and Kira Muratova, the course will explore the development of Russian film as artistic medium and as national tradition. The discussion and comparative analyses of different forms and genres, including silent cinema, propaganda films, blockbusters, and auteur cinema, will be situated within the cultural, political, and aesthetic contexts of the Soviet Union and contemporary Russia.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RULE233, RUSS233, FILM333, WLIT255**

Prereq: **None**

**REES235 Queer Russia**

Russia is accustomed to playing the role of the 'evil empire.' The current ongoing war in Ukraine has resurrected the Cold War-era narratives about Russia as a dark, aggressive, and ruthless military power. The notorious legislation of recent years--whose functions range from barring Americans from adopting Russian orphans to criminalizing the so-called 'gay propaganda'--have further solidified Russia's reputation as a country with little regard for human rights. Yet generations of Russian poets, artists, and writers have transformed the country's systematic oppression and violence into spectacular forms of protest and self-expression. This course focuses on gender and sexuality in exploring an alternative cultural history of Russia, which highlights its queer legacy from the nineteenth century to the present. We will examine poetry, fiction, art, memoirs, plays, films, performances, and discursive texts that showcase uniquely Russian conceptions of marriage, gender relations, gender expression, and sexual identity. Attention will be paid to the ways in which Russian and Western narratives of queerness align and diverge. In English. No knowledge of Russian is required or expected.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RULE235, RUSS235, FGSS234**

Prereq: **None**

**REES240F Reading Stories: Great Short Works from Gogol to Petrushevskaya (FYS)**

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. 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 being discussed. These discussions, along with work on building logical arguments, recognizing propaganda and disinformation, and polishing grammar and style, will inform students' own writing (four 5-page papers). We will read works from the 19th century to the late 20th century that include Tolstoy's novellas of faith, adultery, and facing death; Gogol's surreal comedies and urbanistic fantasies; Chekhov's subtle psychological tales; Bunin's reflections from exile on a lost Russia; 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: **RUSS240F, RULE240F, WLIT240F**

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, WLIT244**

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.

For native speakers and learners who have studied Russian for at least four semesters, a half-credit course is available in which we will read excerpts from Tolstoy's works (CGST 330).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS252, COL262, RULE252, WLIT252**

Prereq: **None**

**REES254 Nobel Laureates: The Politics of Literature**

The course examines key cultural and socio-historical moments in the development of twentieth-century Russian literature by focusing on the prose and poetry of authors awarded the Nobel Prize in Literature-Ivan Bunin (1933), Boris Pasternak (1958), Mikhail Sholokhov (1965), Alexander Solzhenitsyn (1970), Joseph Brodsky (1987), and Svetlana Alexievich (2015). Additionally, the students will read Lev Tolstoy, who rejected being nominated for the prize, as well as Vladimir Nabokov and Anna Akhmatova, who arguably merited the award but never received it. On the broader level, the class will ponder literature's relevance for shaping public discourse on cultural policies, national identities, and international relations.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RULE254, RUSS254**

Prereq: **None**

**REES255 Prague, Vienna, Sarajevo: 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: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS255, RULE255**

Prereq: **None**

**REES256 The Soviet Century**

This course begins and ends with two of the most important dates of the 20th century. On November 7, 1917, the Bolshevik party launched a revolution against the government of the Russian Empire with the aim of overthrowing not just the state but capitalism, the economic and social system that defined modern civilization. Over the coming decades, the state they created (eventually named the USSR) embarked on an unprecedented project to transform human beings and remake the world. On December 26, 1991, the Soviet Union collapsed into 15 European and Asian countries.

The Soviet project raises fundamental questions about political systems, economics, and human nature--questions that are a long way from being answered. It also shaped modern history all over the world, including in the United States, which confronted the Soviet Union as its political and ideological archenemy during the Cold War. In charting the USSR's trajectory from pariah nation after World War I to global superpower following World War II, we will move beyond the clichéd view of the Soviet Union as the Evil Empire. Instead, we will examine the ways in which socialist modernity offered an alternative to its capitalist twin.

In an effort to understand the contradictions of Soviet life leading up to and during the Cold War, the class will examine how the Soviets sought to rethink

issues of class struggle, family structure, education, gender dynamics, race, religion, sexuality, and patriotism. We will consider the theoretical writings of Marx, Lenin, and Trotsky in addition to poetry and prose by Babel, Mayakovsky, Akhmatova, Platonov, Pasternak, Tsvetaeva, Berggolts, and Nabokov, among others. Particular attention will be paid to underground cultures that arose in response to the repression of free speech, ethnic discrimination, and the Gulag prison system. All readings are in the English translation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-REES**

Identical With: **RULE256, RUSS256, WLIT246**

Prereq: **None**

**REES260 Dostoevsky's BRAT'IA KARAMAZOVY**

A 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. Dostoevsky's novel enters into a great dialogue with the political, historical, philosophical, and religious discourses that were prevalent in 19th-century Russia. Study of the novel entails learning the various languages of 19th-century Russian culture. Close reading of *THE BROTHERS KARAMAZOV* in Russian will teach the genres and styles that Dostoevsky weaves together in his great novel. Class will be conducted in Russian.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS260**

Prereq: **None**

**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, 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**

#### **REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

Nikolai Gogol (1809-1852), hailed as one of Russia's greatest and most distinctive writers, created a phantasmagorical world of devils and witches coexisting with the gritty details of life in Ukraine, St. Petersburg, and the Russian provinces. Gogol's satirical observations delighted socially conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired later modernist writers. Roughly half of the course is devoted to major writers of the twentieth century. We will consider Gogol's interest in the demonic; his complex identity as a bilingual writer claimed by both Ukraine and Russia as one of their greatest cultural figures; the influence of his formal and linguistic experimentation on later writers such as Dostoevsky, Nabokov, and Bulgakov, with his vision of the Devil visiting Soviet Moscow; and Gogol's reception by modern Russian and Western writers and critics. The course is conducted in English.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-REES**

Identical With: **RUSS277, RULE277, WLIT242**

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, their role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism and environmental activism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

Offering: **Crosslisting**

Grading: **OPT**

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**

#### **REES297 Music of Central Asia**

This course offers an introduction to the musical traditions of Central Asia, including the former Soviet republics of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan, and Azerbaijan, Mongolia, and the Xinjiang province of China. The musical landscape of the region will be mapped through major performance repertoires, genres, styles, and instruments in the two sociocultural realms: the nomadic world and the world of sedentary-dwellers. The roles and status of musicians, and the aesthetics and meanings of sound will be explored in relation to wider aspects of culture and social life, and the relationship between Islam and local spiritual beliefs. The dynamics of musical change and the interplay of tradition and innovation in contemporary creativity will be considered in light of the region's political history and connections with contiguous geographical areas (East, South, and West Asia, Eastern Europe), the impact of socialist policies and nation-building in post-Soviet states, and the effects of globalization, migratory processes, and cultural revitalization initiatives.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC297, RUSS297**

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 Guadalupe 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**

**REES318 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: **HIST318, ENVS318**

Prereq: **None**

**REES321 Moscow/Berlin: Socialist Modernity and the Transnational Avant-Garde**

The October Revolution of 1917 in Russia and the November Revolution of 1918 in Germany ushered in an era of imagining and building an anti-capitalist world based on the ideals of universal equality, freedom, and comradeship. Between World War I and World War II, Soviet Moscow and Weimar Berlin developed into centers of the international leftist movement that was committed to the cause of global proletarian revolution. While the revolutionary cause proved to be unattainable and costly, the period's artistic and intellectual achievements, known as the avant-garde, offer an extraordinary archive of utopian experimentation across borders.

Focusing on Moscow and Berlin, this course maps the socialist modernist aesthetic in interwar Europe and provides a comparative review of the transnational circulation of leftist and reactionary ideas registered in a variety of -isms: dadaism, expressionism, futurism, suprematism, and constructivism,

as well as the New Objectivity, Bauhaus, and the practice of factography. The alignment of art and ideology will be explored through literature, art, and film and will consider the entanglements of egalitarian aspirations with nationalist agendas and emancipatory ideals with patriarchal residues. The course will also review the cultural production of Russian exiles living in Weimar Berlin and their conception of an 'off-modern' path. The course will conclude with a discussion of the revolutionary avant-garde's legacy in the East Berlin underground and post-Soviet Moscow.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **RUSS321, GRST221, RULE321, WLIT341**

Prereq: **None**

**REES330 Reading Tolstoy in Russian (CLAC .50)**

In this half-credit course, students will read excerpts from works by Lev Tolstoy in Russian. Class will be devoted both to translating the Russian texts and to discussing them in Russian. Non-native speakers should have studied Russian for at least four semesters.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-REES**

Identical With: **RUSS330, CGST330**

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, Berlant, Moten, postmodernism, and U.S. feminism.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL295, COL339, CCIV393, CEAS340, RL&L290, GRST231, RUSS340, 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**

**REES344Z '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.

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Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST395Z, RELI393Z**

Prereq: **None**

**REES352 The Communist Experience in the Soviet Union (CLAC.50)**

Like the parent course, HIST353: *The Communist Experience in the 20th Century*, this CLAC course will engage with the problem of experience through a series of themes: subjectivity; engaging in the political process of building socialism; aesthetics; travel and tourism; East and West; race and ethnicity; production and consumption; time and space; political engagement and disengagement; science and technology; and emotions. We will work with sources from oral histories, diaries, film, television, and the press. The final project would involve a close reading and paper on a theme covered in class using both primary and preapproved secondary sources in Russian. The student language background appropriate for this class is (preferably advanced) intermediate to native.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST352, CGST352**

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**

**REES353Z 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: **HIST353Z**

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**

**REES465 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**

# 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: **OPT**

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**

**SISP120F Uncertainty and the Future (FYS)**

The world we live in is full of risk and uncertainty. Science, politics, and economics all tell us that this is a hazardous era in which great changes are inevitable and catastrophes are possible. How do people manage living in such an uncertain world? This first-year seminar introduces students to research and writing in the social sciences by studying a driving factor in the human search for knowledge: the uncertainty of the unknown future. We will consider how the ways in which humans define, relate to, and experience uncertainty influence social well-being and the production of the future. We begin with the anthropological study of uncertainty, which is rooted in the study of ritual and magic, and then consider perspectives in psychology, economics, and ecology. While we will reflect on the 'negative' side of uncertainty, such as risk, precariousness, and insecurity, we will also examine the way the creative management of uncertainty is sometimes romanticized and consider the opportunities for creativity, adaptation, resilience, and imagination in uncertain times.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **WRCT120F**

Prereq: **None**

**SISP121F Living within the Bio-Logical (FYS)**

How do biology and society relate to each other? This first-year seminar provides an introductory overview of how the biosciences have been entangled in social contexts, from the Enlightenment to the current technoscience era. We will examine contemporary case studies where society impacts biology and biology impacts society, particularly those that show the complex interplay between the body and the environment. We will look at how rates of obesity relate to inequality and insecurity, consider the impact of toxins on the body and environment, and discuss emergent research that challenges longstanding

beliefs about medical science. This anthropologically informed course provides ethnographic accounts that give crosscultural context to the questions posed. Throughout the course, students will learn to discuss the interrelation of the biological with the social, political, and economic, and we will critically reflect on the influence of politics and economics on human biological agency.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT130F**

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**

#### **SISP127F War and Technology (FYS)**

In this class, we will discuss technological changes caused by war and accompanying social changes and ethical debates in both militaries and civilian societies. Topics will include technological changes in warfare and weapons, as well as the ways in which societies have responded to new injuries and health issues resulting from war. Subjects may include the development of machine guns, trench warfare, chemical warfare, nuclear warfare, drones, cyber-warfare, and surveillance technologies, in addition to the professionalization of nursing, military psychiatry, medical experimentation, environmental contamination, and disability and health issues for veterans and civilians. We will also talk about the implementation in the civilian world of technologies developed or expanded during war. We will discuss cases from across the globe, focusing chronologically on 1850 to the present. Readings may include selections from Margaret Humphreys, John Ellis, Carol Byerly, Warwick Anderson, Beth Linker, Paul Lerner, Jessica Adler, Edmund Russell, Charles Perrow, Susan Smith, Susan Lindee, Jessica Wang, Kelly Moore, Janet Abbate, Stephen Graham, and others.

Offering: **Host**

Grading: **OPT**

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**

#### **SISP135F Skin, Sex, State, Software: Surveillance & Society (FYS)**

Scopophilia is the derivation of pleasure from looking. What pleasures does the surveillance state gain from looking at us? From feeling and documenting us? How do privacy activists fight back against such surveillance, and what might be wrong with privacy rights discourse? Which groups are always already surveilled? In this class, students will play with notions of surveillance—including sousveillance, lateral surveillance, and counter surveillance—as engaged by queer and feminist studies, the cultural anthropology of expertise, and social studies of science and technology. We will draw on case studies ranging from police technologies, facial recognition software, PornHub's data collection projects, TSA airport body scanners, Facebook ads, science fiction like Black Mirror, and more to understand how bodies, races, genders, and sexualities are made known and contested by activists, artists, corporations, and governments. Students will also collect data for a creative personal surveillance project culminating at the end of the quarter.

Offering: **Host**

Grading: **OPT**

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**

#### **SISP204 Extreme Landscapes of the Anthropocene**

The 'Anthropocene,' a term coined to categorize the current geological epoch, has become a way in which social scientists can critically and creatively engage with the impact of humanity on the ecological well-being of the Earth. The interdisciplinary and uncertain nature of this subject matter provides space for experimental writing styles, innovative approaches to storytelling, and critical discussion and debate. This course is designed to explore and challenge the term 'Anthropocene,' questioning how narrative and drama are entangled in the dissemination of complex truths, for better or worse.

In this course, we will consider texts, short films, and other mixed media that investigate the everydayness of extreme landscapes, from 'capitalist ruins' to the depleting seas. We will dive into the social, political, economic, and scientific power-scapes that influence narratives about the environment, from late liberal ideology to corporate influence on science and the news. Through the course materials and activities, we will question how to communicate complex information with a broad range of people, particularly surrounding issues of climate change, sustainability, and environmental justice. Each student will build their own writing portfolio of short essays for specific audiences. The class will

collectively build and design a storytelling website where they can share their work. Students are encouraged to apply an ethics of care and the art of 'non-judgmental attention' to their critical engagement with the Anthropocene.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **WRCT204, ENVS204, ANTH204**

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**

#### **SISP211 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH211**

Prereq: **None**

#### **SISP213 Calderwood Seminar in Public Writing: Science Studies in the World**

This Calderwood Seminar in Public Writing will give students practice writing about science, technology, and medical studies for general audiences. It will also function as a capstone experience for SISP majors: students will have a chance to reflect on the methodologies and theories they have learned during their time

in the program, while also using those methodologies and theories to analyze issues and texts in our world today. Students will work collaboratively, editing each other's work, and significant class time will be spent workshopping student writing. The aim will be to produce publishable pieces of cultural analysis for the popular press.

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: **ENVS222**

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: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL217**

Prereq: **None**

#### **SISP220 Human Nature**

The idea of 'human nature' plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals?

Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL220**

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, ENVS211**

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**

#### **SISP224 Critical Design Fictions**

Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by designers are ultimately choices about the kind of world in which we want to

live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL225**

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 twentieth century.

Offering: **Crosslisting**

Grading: **OPT**

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**

#### **SISP236 Race, Gender, and Medicine in U.S. History**

This course will examine the intersections of race, gender, public health, and medicine in the United States, largely focusing on the 20th century. Topics will include the racialization of certain diseases, race and health care access, and the history of African Americans in health care professions and health care activism. Students will learn about the history of medicine and public health in the United States, African American history, and historical research methods. We will consider the built environment, the law, and federal and local politics as they relate to medical care in the United States. By the end of this course, you will gain further understanding of some of the major currents in the history of medicine and public health in the United States; you will make connections between race and health care experiences in the U.S.; you will be able to discuss historical research methods and appraise the values and limitations of various kinds of sources. Possible readings may include selections from Sowande' Mustakeem, Rana Hogarth, Sharla Fett, Deirdre Cooper Owens, Jim Downs, Tera Hunter, Samuel K. Roberts, Susan L. Smith, Natalia Molina, Nayan Shah, Wendy Kline, Vanessa Gamble, Jonathan Metz, Susan Reverby, Alondra Nelson, Keith Wailoo, Jennifer Nelson, and Jennifer Brier.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

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**

#### **SISP240 Research Methods in Science Studies: Studying ‘On-Demand Work’ in the 21st Century**

Pocket computers, called ‘smartphones,’ have become a part of everyday life over the past decade. Earlier, during the early years of the Internet, eBay pioneered the ‘peer-to-peer’ marketplace, in which a business doesn't have a place of business and hire employees, but provides software that links ‘users’ to one another so that they can make exchanges, serving the roles of ‘customer’ and ‘employee.’ The firm that creates the software takes a commission on the sale, or simply profits from the information it gathers about the users as they make the exchange. Massive amounts of economic activity have been generated using this model: through services like Amazon's Mechanical Turk, Uber, Postmates, TaskRabbit, and many other software-based labor markets that allow people to work when they choose, as little or as much as they choose. How do we study work and workers in these kinds of contexts? This course will train students in the use of qualitative social scientific methods to examine these new working populations and the work experience of people in them. We will draw, in part, from earlier studies of mobile workplaces (such as of the police on patrol), and more recent studies undertaken by scholars of science and technology in society that help us to look for labor even where it is not intuitively evident in the digitally networked context: such as in computerized gambling, software-facilitated dating, and activity on social media. Students will read a National Science Foundation research proposal and draft their own proposal for a study of work in the ‘on demand,’ ‘contingent,’ and ‘gig’ economy of the twenty-first century.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **None**

#### **SISP245 Ethnography and Design**

Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems



involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **CSPL245**

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, air pumps, 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 satirists 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 logics that structured 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: **OPT**

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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-AMST**

Identical With: **AMST256**

Prereq: **None**

#### **SISP257 Japan and the Atomic Bomb: History, Myths, and Mysteries**

Even today, when discussing the atomic bombings of Hiroshima and Nagasaki, newspaper and other media sources often refer to 'Truman's decision' to drop the bomb, the idea that these bombings conclusively brought an end to World War Two, arguments that they saved more lives than they killed, and assertions that the United States would not have dropped the bomb on Germany since its citizens were white. But what do the historical sources actually say on these and other related points? This course emphasizes the use of archival sources to address these and many other issues. It establishes the historical context for the atomic bombings of Japan by tracing events that led to the War in the first place, how civilians became the targets of mass bombings, and the scientific discoveries that made nuclear weapons possible. It also examines how after the War the American press and government strove to establish a particular perspective on the atomic bombings of Japan. By the end of this course students will have a much better idea about the historical facts, the popular myths, and remaining mysteries related to the bombings of Hiroshima and Nagasaki.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST256, CEAS226**

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, disability, 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC259**

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**

### **SISP265 Anthropology of Science**

What are scientific facts? How do we know what we know? In this course, students will gain an introduction to thinking about science and technology as cultural practices shaped by power, politics, race, indigeneity, gender, and sexuality. Students will explore how anthropologists, long interested in how 'culture' works, have recently turned their gaze toward critically examining the cultures of people in positions of technoscientific power, including nuclear scientists, Wall Street analysts, drone weapon designers, climate scientists, molecular biologists, and more. Students will also be trained in conducting ethnographic fieldwork on a group of experts in their own communities in order to ask questions about scientific rituals, truth-making, and distributions of power and privilege.

Students who received credit for SISP 265---Introduction to Science as Culture may NOT enroll in this course for credit

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **ANTH217**

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**

#### **SISP282 Religion and the Scientific Imagination**

Where do we get the idea that science and religion are opposed to one another? What did Darwin do to classic proofs of the existence of God and how have those proofs bounced back? What sort of evidence do theologians marshal in support of their hypotheses, and what sort of spiritualities do scientists generate in support of theirs? What do neuroscientists think they're finding when they measure the neural activity of meditating monks? What are the 'new atheists' so annoyed about? How do cosmologists talk about the origins of the world, and how do climate scientists talk about its end? In this class we will explore the many ways 'religion' and 'science' have interacted, conflicted, collided, and combined with one another--in an effort to move beyond the frankly boring 'debates' between them.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI282**

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 China as Scientific Powerhouse**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL286**

Prereq: **None**

#### **SISP287 Science in Modernity and After: 20th-Century Science and Technology**

The 20th century was a time of dramatic achievements in science, from nuclear physics to space exploration to gene sequencing. It also saw the emergence of many of the technologies that underpin our world today: atomic weapons, electronic digital computers, synthetic fertilizers, and high-yield crop varieties, to name a few examples. This course surveys these developments, focusing not only on the histories of specific ideas and techniques, but more broadly exploring the complex relationship between science and technology; the relationship between science, the military, and state power; the changing cultural and political influence of scientists and engineers; the institutions and places where science and innovation gets done; the globalization of science and technology; and the emergence of critiques of science and technology.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **HIST287**

Prereq: **None**

#### **SISP296 Philosophy of Psychology**

How does the mind work? So-called 'computationalists' think that the mind (and the brain) works as a computer, which first forms and manipulates symbols (usually called 'mental representations') according to rules, and then issues 'commands' to guide behavior. On the other hand, the '5E' (Ecological, Embodied, Embedded, Enactive, Extended) approach rejects the computer analogy. 5E theorists insist that minds, and minded organisms more generally, cannot be understood in isolation from their environment. Cognition doesn't happen 'in a vacuum,' and it isn't separable from action. As a consequence, the mind can extend beyond the boundaries of our skull and even of our whole body. This course is devoted to comparing and contrasting the computationalist and the 5E approaches to cognition. We will examine similarities and differences, assumptions and commitments with respect to core debates at the interface of philosophy, psychology, and cognitive science such as, for instance, the nature of visual perception.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL296**

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**

### **SISP305 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, and the contribution such anxieties have made to an unequally distributed attack on the 'environment.'

Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable

from atheism; and what use are any of these platforms in developing an ethic and politic of environmental justice?

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI305, FGSS304**

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**

### **SISP310 Transnational Comparison of Technology Regulation in the U.S. and Europe**

A key insight of the sociological study of science is that science and technology are social and cultural as well as scientific and technical things. This relativist philosophical stance has generated a robust research program into what science and technology are in social and cultural context. This course on the social and cultural study of science and technology will teach the theory and practice of transnational comparative research, drawing both on classical and new texts in the field, and on the professor's own experience studying technology in two different national contexts (the U.S. and Denmark).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Prereq: **SISP262 OR SISP264**

### **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: **OPT**

Credits: **1.25**

Gen Ed Area: **SBS-SOC**

Identical With: **SOC315**

Prereq: **None**

#### **SISP317 Sexuality, Gender, and Science**

This course will consider how the concepts of gender and sexuality have been treated in scientific fields, focusing primarily on the 19th and 20th centuries. We will examine the history of ideas about gender and sexuality as reflected in the development of sexology, theories of homosexuality, psychology, and endocrinology. We will also discuss contraceptive and reproductive technologies, the inclusion of women in clinical trials, women in scientific professions, and recent studies that use algorithmic predictions of sex or sexual orientation. Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis, Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya Noble.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **FGSS317**

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**

#### **SISP319 Toxic Sovereignities: Life after Environmental Collapse**

What politics emerge at the borders of life and nonlife? Representations of the human species as being on the brink of environmental collapse have become increasingly common, as the specters of climate change and cataclysmic environmental disaster seem to bear down ever more heavily upon us. At the same time, the increasing entanglement of human bodies with various forms of chemical and otherwise man-made pollutants presage a slightly different future, one in which, if the human species does not outright disappear, it will be fundamentally transformed. This course explores different forms of political and social action that have emerged in response to these seemingly epochal shifts with a particular emphasis on the ever-mutating concept of sovereignty. Our goal is to explore the ways in which the shifting borders between human life and its artificially produced absence can serve as productive sites of new political forms and transformations of older ones, even as they also generate tremendous social and cultural anxiety.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH319**

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: **OPT**

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.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-AFAM**

Identical With: **AFAM325, CHUM324, RL&L325**

Prereq: **None**

### **SISP327 Colonizing Space: Exploration, Extraction, and Inhabitation**

On March 26, 2019, Vice President Mike Pence directed NASA, under the authority of the president, to ensure that the US be the first nation to return to the moon, and to do so 'by any means necessary.' In this shocking appropriation of Malcolm X's call to black liberation, Pence announced an uncompromising endeavor to secure American sovereignty in the face of the technological advancements of China, Israel, and India--not to mention the perennial aeronautic rival of Russia. Considering the persistent underfunding of scientific research in the US, fulfilling this presidential injunction will require NASA to cooperate with private corporations like lunar minder Moon Express and Planetary Resources, along with aspirational Mars-colonizers SpaceX and Blue Planet. This course will track the ideological and colonial history of the space race before coming to terms with the scientific, corporate, and legislative landscape that enables its contemporary expression. It will explore the mythological underpinnings, narrative imaginings, and theological justifications for unfettered exploration and inhabitation in order to interrogate the possibility of an ethically and ecologically sustainable space program.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI317, ENVS317**

Prereq: **None**

### **SISP329 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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-FGSS**

Identical With: **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 or ENGL208]**

### **SISP339 Catching Glimpses: Kantian Approaches to Perceptual Experience**

The scientific revolution in Early Modern Europe exploded the venerable Aristotelean world of enduring finite substances and middle-sized dry goods into a telescoping multiplicity of material systems, from the infinitesimally small to the infinitely large. Material objects not only harbored a hitherto unsuspected microscopic substructure, but were in fact divisible without end--pluralities of pluralities without any underlying unities. More astonishing still, this new metaphysical picture of infinitary flux was soon given a precise mathematical description in the infinitesimal calculus and proved immensely successful in accounting for empirical phenomena.

One casualty of this monumental shift was the traditional object of human sense perception--Aristotle's signet ring that would press its enduring contours into the receptive wax of the human sensorium. If there are no ultimate substances out there waiting to impress their forms upon our minds, how are we to understand our perceptual relation to the world? How must perceptual experience be reconceived so as to reconcile the fleetingness and flux of impressions with the impression of endurance and stability?

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM339, COL351, GRST249, PHIL302**

Prereq: **None**

### **SISP340 Human Nature**

The idea of 'human nature' plays an important role in all sorts of explanations, but what does it mean? What is it to be a human? Are we just rational animals? Do some humans have different natures than others? Is it possible for us to change our nature or is it innate? Are we products of nature, nurture, or some combination? Are humans fundamentally evil or good? By examining philosophical, historical, religious, theoretical, and scientific literatures, this course will examine various answers to these questions.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-PHIL**

Identical With: **PHIL340**

Prereq: **None**

### **SISP342 Queer Robotics: Cyborgs in Science Fiction & Anthropology**

What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be 'human'? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of 'cyborg' bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **FGSS342**

Prereq: **None**

### **SISP343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture**

This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitation, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of 'universality' and 'particularity,' where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal differentiation and reimagining.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM, SBS-CHUM**

Identical With: **CHUM343, FGSS343**

Prereq: **None**

### **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**

### **SISP350 Sociology of Knowledge**

This course provides a survey of the sociology of knowledge, a subfield of sociology that investigates how social structures shape the production of knowledge and how knowledge, in turn, shapes society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SOC350, EDST350**

Prereq: **None**

### **SISP352 Media Revolutions: Color Television and the Humanities in the 1960s and 1970s**

This course visits some of the groundbreaking TV series that presented humanities and sciences to global mass audiences in the 1960s and 1970s. Television emerged as a powerful cultural presence and with remarkable speed. From the late 1960s, the British Broadcasting Company, in partnership with PBS in America, created a series of television programs (partly to widen the audience market for new color television programming). This course focuses on the role

of television as a still new, and potentially disruptive, medium. We will look at and discuss a range of British TV series from Kenneth Clark's 'Civilisation' and 'Monty Python's Flying Circus' (both 1969) to Jacob Bronowski's 'The Ascent of Man' (1973) and Alistair Cooke's 'America' (1972), John Kenneth Galbraith's 'The Age of Uncertainty' (1977), and David Attenborough's 'Life on Earth' (first aired in 1979). We will read and discuss works of art and media criticism around this time that laid the groundwork for major conceptual and theoretical remappings of the fields of cultural and visual studies. We also will explore the impact of television on art worlds and museums, looking at how 1960s' color television documentaries influenced the way that humanities are presented televisually up to today. This course satisfies requirements for the 'Visual and Material Culture' module in history and major requirements for the Science in Society Program.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM353, HIST345**

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**

### **SISP355 The 1918 Influenza Pandemic: A Research Seminar**

This fall is the centennial of the 1918 influenza pandemic, which swept around the globe that year and caused an estimated 40 million deaths worldwide. It caused more deaths in the 20th century than any other event except World War II. In this seminar we will examine this pandemic from multiple perspectives with the goal of defining how understanding it changed from the time it occurred to the present. In class, we will examine contemporary journalistic and scientific accounts and various secondary sources, with the goal of establishing a starting point for student research projects that will be completed over the second half of the semester. We will explore sources in Olin Special Collections, various digital archives, Middletown and Connecticut State archives, and other collections as available. Possible outcomes for the class can be a paper, documentary, exhibition, or web resource.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST355**

Prereq: **None**

### **SISP357 AI, Algorithms, & Power**

This course explores artificial intelligence (AI) as a cultural, sociopolitical, and literary object. Course readings will begin with the observations of anthropologists at the post-WWII Macy Conferences on cybernetics. Students will put algorithmic data mining and machine learning in historical context, exploring classification systems and intelligence testing. Students will also examine the reanimation of the artificial human in newer discourses of AI, such as big data and predictive policing, virtual reality and drone strikes in commercial and military operations, health and assistive technology, and play and labor on platforms like Mechanical Turk. Course texts will include speculative fiction on artificial life, social theories of simulation and virtuality, and new work from queer studies and critical race studies interrogating algorithmic bias and the testing and classification of humanity.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Prereq: **None**

### **SISP360 Making the Psychological: Discovering, Manufacturing, Circulating**

Psychology aims to explain human experiences and thoughts, including unconscious ones. Using scientific methods, psychology produces valid representations of human nature, names them, and circulates that knowledge for both its truth value and usefulness to society and individuals. Despite much success in these aims, the validity of much of psychology's knowledge is in being challenged - as evidenced in recent concerns about the reproducibility of experiments. We will examine the epistemic grounds of psychology's truth claims and consider alternative models that understand the truth claims to be enactments, constructions, or ideologies that rehearse cultural beliefs. Case studies of science-based knowledge eventually found to be inaccurate or exaggerated (priming research; the power pose) are used to examine how some truth claims are generated and challenged, and cases of robust research are used to explore how some truth claims acquire credibility inside and outside the laboratory. We ask, too, how these claims travel to be taken up as new ways for individuals to experience the self and social world, and examine the public's and our own aspirations to expand consciousness and act otherwise. Students will develop case studies of psychological knowledge, its validation, circulation, and effects in the world.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM359, PSYC359**

Prereq: **PSYC105**

### **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**

#### **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, ENVS381**

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: **SBS-HIST**

Identical With: **HIST382**

Prereq: **None**

#### **SISP384 Critical Approaches to the History of Disease and Epidemics**

Epidemic disease is as much a part of the human condition as earthquakes, droughts, floods, heat waves and other natural hazards that can result in disaster. This course will examine four cases of epidemic disease: (tentatively) cholera, tuberculosis, and AIDS. While we will definitely be asking the classic historical question 'what happened and how?' we also will be considering how different epistemological frameworks, metaphorical strategies, and historiographical assumptions have shaped past historians' understandings of these events, while exploring alternative approaches. Students will write a research paper as a final project on an epidemic disease of their choice using an approach that helps explore some little-examined dimension of that disease. Choices will not be limited to diseases caused by microorganisms, but also can include cancer, diabetes, and other diseases that arguably have reached epidemic proportions, whether past or present.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST384**

Prereq: **None**

#### **SISP385 Understanding Life and Mind**

Philosophical conceptions of mind and language are now typically 'naturalistic' in the sense that they take these phenomena to be part of the natural world and understandable scientifically. Naturalistic conceptions of mindedness (and many of the sciences of mindedness) still mostly take their lead from a Cartesian tradition of understanding mindedness as an 'internal' representation of an 'external' world, now located in the brain or central nervous system rather than an immaterial soul. This advanced seminar instead explores the possible philosophical significance of recent developments in evolutionary and developmental biology for understanding mindedness. The course takes up four primary themes: organism/environment entanglement; relevant background from the recent emergence of an 'extended evolutionary synthesis;' reconceptions of mindedness as ways organisms inhabit and respond to environments rather than as internal representations; and the evolution and development of language as a form of evolutionary niche construction that coevolves with human organisms and ways of life.

Offering: **Crosslisting**

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, ENVS387**

Prereq: **None**

#### **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**

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, ENV5399**

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**

#### **SISP420A 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

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**

## 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**

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**

## 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 Identity**

Intersectionality has emerged as a central motif within both social analysis and political debate. We will examine the origins of this framework within black feminism and women-of-color activism, as well as the way this framework traveled to, and is used within, sociology and other disciplines. The course will also address critiques of intersectionality that have emerged within and outside of feminist theory, and extends the concept of intersectionality to think through intersections between various social identities and social institutions such as capitalism and colonialism.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **AMST254, FGSS245**

Prereq: **SOC151 OR AMST174 OR AMST178**

**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: **FGSS256**

Prereq: **SOC151**

**SOC247 Drugs, Culture, and Society**

This course addresses a variety of issues ranging from the social variation in and construction of drug experiences; the nature of scientific knowledge regarding drug use and the brain; the global trade in drugs and its relationship to histories of colonialism and contemporary forms of Western hegemony; notions of health, harm, and rehabilitation; and the various strategies that contemporary states rely upon in addressing issues pertaining to drug use (particularly criminal justice measures and interventions focused on harm reduction). The course places particular emphasis on the ways drug use is framed in relation to questions of freedom, justice, and the self, ultimately forming a part of a disciplinary apparatus that impacts everyone, whether we directly use drugs or not.

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**

**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, disability, 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP262**

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**

### **SOC266 The Social Life of Data**

All over the world, actions, feelings, and thoughts are becoming data. Divining future desires and anxieties, promiscuous digital networks collect and collate a wide variety of everyday data, marking populations as risky or profitable. Participation in these networks is frequently mandatory in order to access a wide variety of political, social, and economic opportunities. Even if you manage to delete your account or withdraw from these networks, digital systems leave ghostly activity traces or zombie profiles waiting to come back to life. The rise of these data systems offers profound sociological and philosophical challenges to how we understand social life, power, control, memory, conscious thought, and even the nature of humanity and the environment.

This course engages with the impact of data infrastructures and digital technologies in a non-deterministic fashion, which is to say that technical systems and structures, while powerful, do not fully determine social possibility. Focusing on historical, established, and emergent data systems, we look to understand technology as a field of affordance and prohibition, with feelings, thoughts, and politics dynamically interacting with rapidly modulating standards, norms, and methods. Course themes address a variety of theoretical topics that have been central to the social study of science and technology, including the efficacy of critique in encountering information processing systems.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

### **SOC269 Bad Sex**

In a 2003 op-ed in support of same-sex marriage, conservative New York Times columnist David Brooks writes, 'Anybody who has several sexual partners in a year is committing spiritual suicide. He or she is ripping the veil from all that is private and delicate in oneself, and pulverizing it in an assembly line of selfish sensations.' Brooks is far from alone in this critique of promiscuity. What is it about 'casual encounters' and hookup culture that so disturbs? Why is sex a magnet for anxieties about selfishness and irresponsibility? Why do we think of anonymity and intimacy in sex as mutually exclusive? What do we make of desires that are politically troubling? On what basis are particular forms of sex and sexuality vilified or valued? Is love the antidote to sexual hedonism, or hedonism in disguise? This course will consider widespread cultural anxieties about sex, sexuality, desire, and pleasure from sociological and psychoanalytic perspectives.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

### **SOC270 Urban Societies**

This course is a study of the social construction of the city focused primarily on the U.S. context. It examines various themes related to the development of modern cities beginning with the consolidation of capitalism during the industrial revolution. The class will consider the distinct experience of urban life as opposed to other modes of existence, or what Louis Wirth calls 'Urbanism as a Way of Life.' In addition, students will look at forms of stratification such as race and class inequality and their relationship to spatial issues such as suburbanization and revitalization. Also considered are contemporary issues such as globalization, the revival or renewal process of many American cities, environmental issues, as well as the effect of new media on how we conceptualize the city. All of this will be done by focusing on the relationship between individual experiences and the effect of the urban environment on issues of identity construction and interpersonal relations. In order to develop critical thinking and engagement around these urban issues, the course

emphasizes weekly writings and class participation in development towards a final paper.

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**

### **SOC292 Death and Dying at the End of the World**

Death looms large over life. The digital has given people unprecedented access to global media focused on death and dying, from far-flung calamities killing thousands to intimate gofundme pages for your friends' cancer treatments. In an age of data-enabled prediction and preemption, death is capricious and untimely, remaining stubbornly resistant to scientific and philosophical certainty, despite ever more complex systems for death management. Meanwhile, circulating discourses of ecological and political catastrophe have proliferated thoughts of genocide, extinction, and planetary death. In this course, we look at contemporary encounters with death and dying at a variety of scales, from the search for death's meaning/a meaningful death, to understanding death as a public feeling and inspiration for political imagination.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **FGSS293, AMST294**

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**

### **SOC300 Queer and Trans Aesthetics**

The seminar aims to develop intersectional frameworks for analyzing the artistic production of five artists who will be participating in a Trans\*Revolutions symposium at the Center for the Humanities this spring: Tourmaline (film); Vick Quezada (photography, sculpture, film, and performance); Elliot Montague (film); Texas Isaiah (photography); and Emma Frankland (performance). We will also contextualize their work in relation to other artists, such as Ana Mendieta; Rotimi Fani-Kayode; Elle Pérez; Sandie Yi; Isaac Julien; Vaginal Davis; Kent Monkman; Martine Gutierrez; Felix Gonzalez-Torres; Juliana Huxtable; Laura Aguilar; Untitled Queen; and Wu Tsang. For the primary assignment, students will have two options: 1) a research paper on one or more of the participating artists or another relevant artist; or, 2) a creative project (e.g., artwork, performance, poetry) in dialogue with the seminar's topics. Students also will have the opportunity to engage the symposium's featured artists during their visit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS331, THEA311, AFAM331, AMST326**

Prereq: **None**

### **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**

### **SOC307 Authenticity and Its Others**

This course will examine scholarly and popular conceptions of authenticity and inauthenticity. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

### **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**

### **SOC309 America's Lure: The Politics of the Transnational US University**

Over the course of the last decade the number of international students traveling to the United States has more than doubled. As of 2016, over a million students travel annually to U.S. campuses. In popular culture, governmental rhetoric, and statements from university administrators, this movement has been ascribed to the 'lure' of American institutions of higher education and the knowledge, prestige, and futures they are thought to provide access to while simultaneously providing evidence of the successful internationalization of the U.S. university. Students will engage queer, feminist, postcolonial, indigenous, and critical race studies as we historicize and theorize this phenomenon while grappling with the transnational dynamics of the U.S. university from its founding as a central institution of settler colonialism in the 17th century through to the current moment of the so-called global, neoliberal university.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **None**

### **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: **OPT**

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**

### **SOC319 Theories of Capitalism**

Capitalism has profoundly shaped world history, acting as one of the primary drivers of social change, and working to shape a tremendous variety of social institutions ranging from colonialism to our sense of time. This course takes a critical approach to the study of capitalism, looking at the ways capitalism has intersected with and transformed the nature of social oppression (particularly in relation to nation, race, gender, and sexuality), as well as the ways it works to shape everyday consciousness. Historical changes within capitalism will be explored, considering particularly the rise of corporate capitalism and of contemporary neoliberalism. We will examine a wide variety of theoretical approaches to capitalism, taking Marx's thought as a jumping-off point for elaboration and critique. We will conclude by considering alternatives to capitalism that have been proposed in both historical and contemporary contexts, together with an examination of practical efforts to implement these possibilities.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Identical With: **AMST309**

Prereq: **SOC151 OR AMST174 OR AMST178**

### **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**

### **SOC321 Disgusting? Revolting!**

Who or what do we find utterly repugnant? Are we the nasty, vile ones? Is it possible that we are unconsciously attracted to that which disgusts us? What might it take to turn disgust into desire, and vice versa? In what ways might disgust indicate not only disruption or transgression, but some kind of threat and alternative to the status quo? What might be lost or gained when the disgusting clean up their acts, or are shown to have been respectable all along? In this course we will explore the politics of filth, particularly in terms of the desires, attitudes, identities, and behaviors that elicit disgust. We will consider how disgust infuses political ideology--i.e., how people understand and approach the social groups that disgust them (for example, racialized immigrants, queers, fat people, and drug addicts), but also the wealthy, the privileged, the 'basket of deplorables.' We will also explore the psychoanalytic relation of disgust to desire.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **CHUM328**

Prereq: **None**

### **SOC322 The Sociology of Nina Simone**

An artist, activist, and visionary, Nina Simone possessed both a talent and political platform that continues to permeate discussions inside and outside the walls of academia. Born Eunice Kathleen Waymon, Simone was trained as a classical pianist that would eventually travel the world to perform music that encompassed the struggles of black life. This course acknowledges that her music, with pieces such as 'Mississippi Goddam' and 'To Be Young, Gifted and Black' undoubtedly made social, cultural, and political contributions to American society. However, much of Simone's personal life, including her battles with racism, sexism, and mental illness, as well as her relationships with her contemporaries, like Lorraine Hansberry and Miriam Makeba, is often eclipsed by and not considered alongside with her body of work. This course will examine Nina Simone as a whole person, wrought with contradictions, that poured her life experiences into her music, often at the expense of her own success. This class will: sociologically examine the emergence of such a person by interrogating the social environments that impacted her views on social justice; deploy black feminist and womanist analytical frameworks to deeply understand how white supremacist capitalist patriarchy may have taken a toll on Simone's career, but ignited her passion to speak truth to power; and utilize cultural and sociological paradigms of framing, stratification, and symbolic interaction to fully understand the sociology of Nina Simone.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

### **SOC323 'Racing' Across Africa**

Is Africa post-racial? Have you wondered how someone becomes Black/ African, white, ethnic, and/or native and its implicit hierarchies, which scholars refer to as racialization? When you think about race and racism, does Post-Independence (PI) Africa come to mind? If not, why is PI Africa removed from our understanding of race? How can we think about Africa today as always undergoing processes of racial imperialism and how does it intersect with

sexuality, gender, and class? Lastly, how do we conceptualize Post-Independence Africa in relation to the African diaspora?

We will go from Ghana to Kenya, Nigeria to South Africa, to understand how race is articulated in these spaces during colonization and after formal colonization has ended. We will also gain theoretical language needed to refute raceless logic. These processes will help us recognize why PI Africa is perpetually marginalized within a globally racialized capitalist economy. This course will contribute to thinking about forms of solidarity in our own lives toward visions of decoloniality, equity, and justice for those racialized as Black, especially in Africa.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

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**

### **SOC350 Sociology of Knowledge**

This course provides a survey of the sociology of knowledge, a subfield of sociology that investigates how social structures shape the production of knowledge and how knowledge, in turn, shapes society.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP350, EDST350**

Prereq: **None**

### **SOC352 Race, Immigration, and the U.S. Empire**

Did we all enter this country on equal grounds? How do our racialized ethnicities, immigration histories, gender, sexuality, and class impact our position in the United States? When you think about immigration, do black immigrants come to mind? This course provides an overview of critical assessments of immigrant communities within the U.S. empire. Theories of institutional racism, white supremacy, and ethnic fallacies are placed at the center of the conceptual framework of the course. Its aim is to demystify immigrant success narratives by relaying the historical, legal, political, and capitalist structures that affect access to upward mobility for immigrant groups and their descendants. Students will learn how black American, black immigrant, Latinx, Asian, indigenous, white eastern European, and white western European communities (including white colonial oppressors), and those at the intersection are grafted within an anti-black, global racial hierarchy that informs their current position in a settler-colonial empire.

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**

#### **SOC399J Adv. Res. Sem: The Hair Class**

Hair does things. It covers and exposes us. We pluck, conceal, wax, curl, and otherwise manage it. Its presence and absence serve as sites of critical engagement, personal and cultural expression, and political strife. This course will explore the social significance of hair, wherever and on whomever it grows (or fails to grow). We will discuss daily practices, politics, histories, and legends about the manipulation of human and animal hair. We will draw on social theory, visual and social analyses, and cultural commentary to understand hair follicles as both incredibly ordinary and fantastically bizarre. This is an advanced discussion-based research seminar that is writing-intensive.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151 AND SOC212**

#### **SOC399K Advanced Research Seminar: Law & Society**

In this course we will explore law from a sociological perspective, in relation to the historical, political, and cultural contexts within which it exists.

- We will tackle the question, what is law?

- We will talk about the relationship between law and justice.

- We will discuss social phenomena as legal constructions. Who is a person? What constitutes a religion? What is gender? What is commerce? What is free speech? These questions find myriad answers in different bodies of thought, are understood and acted upon in a variety of ways by different social groups, and gain different levels of political salience in different societies and at different times. As matters concerning the organization of public life, they are also, and inevitably, framed as 'legal problems' and make their way to courts. We will examine how courts construct social phenomena through the lens of several historical cases.

- We will talk about law and American government--the historical evolution of the relationship between the branches of government, and the changing role and politicization of the Supreme Court.

- We will learn about courtroom exchanges, and how race, gender, and class play out in a typical American courthouse.

- We will explore law as a professional field, and discuss the educational and professional formations of its major actors.

This course will involve writing a research paper.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-SOC**

Prereq: **SOC151**

#### **SOC399L 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**

#### **SOC399M Abolitionist University Studies**

This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as 'not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society.' Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **AMST270, FGSS311**

Prereq: **None**

#### **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: **Amp Graded**

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: **BMO**

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. A weekly electronic journal is also part of this course.

Offering: **Host**

Grading: **OPT**

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: **BMO**

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 the Spanish-speaking world—especially Latin America—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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Prereq: **SPAN110 OR SPAN111**

**SPAN201 Spanish Play**

Students will be in charge of directing and staging a play in Spanish with the assistance of a Spanish professor. The workshop will take place over 10 weeks. Minimum one hour per week, which will increase to 2 as the day of the opening approaches. Rehearsals will be split between activities including reading and commenting on the dramatic text and working on diction, which can be done collectively or in smaller groups, and workshoping and rehearsing the play. Although the play will be in Spanish, we will try to allow for a wider audience by providing a brief English translation of the plot.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Prereq: **None**

**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: **OPT**

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. It will enhance their command of Spanish and their skills as effective writers through the examination and discussion of many aspects of the craft of fiction writing, which will inform students' own writing and development of their personal style. We will examine essential features of fiction (methods of constructing narrative tension, climax, ambiguity, character, dialogues, and structure), as well as various fictional styles through our discussion of the writing of our peers and a study of the texts of a number of contemporary Latin



American and Latinx writers working in a genre that has been crucial to the region's intellectual production.

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. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. 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 five 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, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's 'Spanish Hamlet' Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Cervantes's border-crossing Catalina, the Ottoman sultan's Spanish queen) 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 the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five 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 plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

This counts as a Theater Method course for the Theater Major.

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 organized around four primary dialogues: (1) the creative reception by leading 20th-century poets from Spain and Latin America (e.g., Neruda, Lorca, Machado, Borges, Paz, Rossetti) of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz); (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**

#### **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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **COL327, MDST254**

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, with the city emerging as a 'capital' coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is a defining aspect of this cultural dynamic, manifesting itself as it does through demographic changes, urban expansion, and the rise of a bourgeois aesthetic that will come to influence art, literature, and all other forms of cultural expression for decades to come. In Spain, these phenomena are reflected acutely by one of the nation's greatest novelists, Leopoldo Alas ('Clarín'; 1852-1901). Through a close reading of Clarín's 'La Regenta' (1884-85), a uniquely insightful and polished work of epic scope that is widely regarded as one of Europe's greatest modern novels, we will seek to evaluate how narrative and the cityscape form interlocking textualities within each of which family, the female, and the nation are protagonist, sexuality a central theme.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

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 reflected by the plays and poetry of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes works that 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. Given the interaction of intellectual and ideological ferment during these years, we will also focus on the relationship between art and ideology generally speaking, and especially on Lorca's profile as a modern bard or public intellectual in the context of the Second Republic (1931-1939), Spain's first important experience with progressive democracy.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **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**

#### **SPAN256 City, Mobility, and Technology: Towards 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 like Bullit, 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 (ie, 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 the international connections and influences that shaped it at specific historical moments.

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**

#### **SPAN260 Between Word and World: Major Spanish Poets of the 20th Century**

Our goal in this course is to study how the leading poets in 20th-century Spain use the lyric mode to negotiate the relationship between themselves and their community at key junctures in the nation's history. In doing so, we will also identify and assess the various notions of community that arise in modern Spanish poetry, attempting to evaluate how those notions evolve or are affected by such events or movements as (1) the avant-garde and the second Republic (1920-1936), (2) the Civil War and the Franco regime (1939-1975), and (3) sweeping political and social transformations of the past 30 years as signaled by the country's democratization, integration into the European Union, economic development, and by the massive influx of immigrants from Africa, Latin America, and Eastern Europe (1977-present). Key essays (critical and theoretical), some by the poets themselves, are included in the syllabus to provide critical tools for discussing how the public experience is lyricized through the intimate filter of the poet's own sensitivity. We will seek to understand the role played by context in conditioning the decisions poets make in adopting the epic, elegiac, didactic, or testimonial mode of expression, to name just a few. The image of the poet standing at the crossroads of lyrical creativity--word--and historical circumstance--world--will be central to our critical inquiry.

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, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) 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 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves 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 legacies of repression.

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**

#### **SPAN263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance**

What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand 'destiny'? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society.

In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Hispanophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' Antigone, Euripides' Oedipus and Medea, Aeschylus' Agamemnon, as well as figures from the Oresteia and from such epics as Homer's Iliad and Virgil's Aeneid. This course is taught in conjunction with Italian 263 and French 263. The final collaborative performance, scheduled during the Final Exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.

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**

#### **SPAN265 History of Spanish Cinema for Spanish Speakers (CLAC.50)**

Spanish 265 is designed as a discussion section for students who are enrolled simultaneously in SPAN 301 and who have advanced proficiency in Spanish. This half-credit course offers students the opportunity to master the critical vocabulary and tools of film analysis in Spanish.

Weekly student-led discussions will provide students with the unique opportunity to exercise these tools regularly and gain greater fluency in the language. Students will be responsible for the same material included on the SPAN 301 website at: <https://span301.site.wesleyan.edu/>. Students will submit their assignments in Spanish and contribute weekly posts to a blog set up for SPAN 265.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **CGST265**

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: **OPT**

Credits: **1.00**



Gen Ed Area: **HA-RLAN**Prereq: **None****SPAN270 Survey of Latin American Literatures, Cultures, and Ideas**

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 ideas, and cultural and political debates that have emerged in modern Latin America to this day. Thinkers include Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Neruda, Borges, García Márquez, Menchú, and Bolaño, among others. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will watch several films. (Please note that this course was previously called 'Spanish American Literature and Civilization.')

Offering: **Host**Grading: **OPT**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 Cubaness, 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**Identical With: **LAST273**Prereq: **None****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: **OPT**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 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 seminally 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: **OPT**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **LAST254**Prereq: **None****SPAN285 Asian Latino Encounters: Imagining Asia in Hispanic America**

In this course, students will analyze and discuss a variety of cultural productions (literary texts, films, songs, blogs, etc.) that reveal the overlooked connections between Asia and Latin America. We will begin examining views of Asian culture and Asian women of late 19th-century and early 20th-century Spanish American and Filipino writers (such as Darío, Tablada, Gómez Carrillo, Balmori, etc.). Then we will assess travel writings produced across the Pacific—from Mexico to India (Paz), from Chile to Southeast Asia (Neruda), from the Philippines to Chile (Medina), and from Mexico to Japan (Tinajero). Finally, we will examine diverse works by writers/artists of Asian descent in Hispanic America as well as Asian Latinos in the US. Some of the questions we will address are: How have the views towards Asia and Asians changed throughout the past century in Hispanic America? How does Philippine literature in Spanish produced during the US colonial period modify our conception of what is 'Hispanic,' 'Asian,' and 'American'? 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 ambiguous political legacies of Spanish and US colonialism.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Identical With: **LAST241**Prereq: **None****SPAN286 Bolívar's Afterlife in the Americas: Biography, Ideology, and the Public Sphere**

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 Territories of Dwelling, Desire and Resistance in Latin America**

This course seeks to examine the ways in which diverse geographical spaces in Latin America have been produced, negotiated, and contested from the past century to our times through cultural practices that construct these as territories of dwelling, desire, possession, dispossession, and resistance. We will focus on texts and practices—literature, film, performance, and the visual arts—that seek to destabilize the hegemonic (colonial) gaze that has been projected onto rural spaces for centuries, and pay close attention to modes of dwelling and the relationship between location, bodies, gender, and desire. We will trace how these texts intervene in urgent debates about the destiny of rural lands, the uses and abuses of nature, and the place of rural peoples, the struggles for peasant and indigenous rights, environmental justice, and the construction of alternative modernities. We will focus particularly on the Andean and Amazon regions (mountains, rainforests) of South America, as well as other rural tropical areas.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-RLAN**Prereq: **SPAN221****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**

#### **SPAN293 Writing Women's Bodies: Gender and Sexuality in Latin America**

We will explore the work of the novelists Diamela Eltit (Chile), Cristina Peri Rossi (Uruguay), and Samantha Schweblin (Argentina), among the most intriguing and innovative contemporary Latin American writers. We will discuss a variety of themes such as love, sexual desire, friendship, the body, violence, and ecology. In particular, we examine the relationship between language and gender formation and explore what it means to perform feminist readings.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **LAST293**

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.

For further information visit the course web site at: <https://span301.site.wesleyan.edu/>

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L301, FILM301, COL334**

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.

This counts as an Expanded Field of Theater course for the Theater Major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA135F Documentary Performance: Theater and Social Justice (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA150 Introduction to Performance Studies**

What is performance? Is it an event and action? Is it what happens on a stage? How might we think of theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking?

This course is designed to introduce students to the theoretical, critical, and creative practice of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performance ranging from 'Paris Is Burning' (directed by Jennie Livingston), to 'Slave Play' (written by Jeremy O. Harris), to the work of artists Ana Mendieta, Marina Abramovic, Paula Vogel, Faye Driscoll, Will Rawls, Coco Fusco, Ralph Lemon, Lin-Manuel Miranda, Tony Kushner, and many others. In this course we will pay particular attention to queer and minoritarian artists and makers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA150F Introduction to Performance Studies (FYS)**

What is performance? Is it an event or an action? Is it what happens on a stage or in your living room? Furthermore, what does performance have to do with race, gender, sexuality or community? This course approaches theater and performance as both a critical lens for viewing social and cultural life, and as a creative practice of worldmaking. Students will be introduced to the theoretical, critical, and creative field of performance studies. Pulling from anthropology, theater, dance, queer studies, critical race theory, and linguistics, we will look at performances ranging from 'Paris Is Burning' (directed by Jennie Livingston), to 'Slave Play' (written by Jeremy O. Harris), to the work of artists Ana Mendieta, Marina Abramovic, Paula Vogel, Amiri Baraka, Faye Driscoll, Zora Neal Hurston, Will Rawls, Coco Fusco, Ralph Lemon, Lin-Manuel Miranda, Eiko Otake, Muriel Miguel, Tony Kushner, and many others. In this writing intensive course we will pay particular attention to queer artists and artists of color.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA172F Staging America: Modern American Drama (FYS)**

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL175F, AMST125F, COL125F, AFAM152F, FGSS175F**

Prereq: **None**

#### **THEA175F 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: **ENGL176F, AFAM177F**

Prereq: **None**

### **THEA183 The Actor's Experience**

The Actor's Experience is a class that offers the opportunity to work on plays and scenes with student directors, examining (and experiencing) the actor-director relationship. Through in-class exercises and rehearsals, students will gain experience in analyzing, staging, and performing scenes. In-class exercises will be pulled from Suzan-Lori Parks's '365 Plays/365 Days,' Lorraine Hansberry's 'A Raisin in the Sun,' and Adrienne Kennedy's 'The Owl Answers.' Final, rehearsed scene work will be pulled from Branden Jacobs-Jenkins 'Appropriate,' Bruce Norris's 'Clybourne Park,' and Suzan-Lori Parks's 'Fucking A.'

The Actor's Experience welcomes both experienced and inexperienced actors. Newcomers welcome—it's a great way to get to know the community of the theater department. Students must be available for the entire class period, although you will not always be required to stay the entire time.

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.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **ENGL269**

Prereq: **None**

### **THEA202 Greek Drama: Theater and Social Justice, Ancient and Modern**

This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy & for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-

Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV202**

Prereq: **None**

### **THEA203 Playing in the Theater Archive: An Introduction to Performance Studies**

This class will serve as an introduction to theatricality, performance studies, and aesthetic theories. We will analyze plays and performances as we examine classical and contemporary conceptions of the theatrical. Given the complex and varied roles theater has played throughout history, we will begin by placing pressure on the terms 'theater' and 'history.' We will pay particular attention to the intersections between theater history, dramatic literature, cultural performance, and the role of the theater archive as we explore key moments in theatrical development. Readings will be organized geographically and diachronically, giving us a mobile and flexible account of theater, theory, and practice across a variety of cultures. At the end of this course, students will be familiar with touchstones in theater history; be able to write a critical and descriptive performance paper; demonstrate a knowledge of critical performance and aesthetic theories; and use performance as research methodology.

This counts as a Theater Methods course for the theater major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

### **THEA210 Shakespeare**

This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL205**

Prereq: **None**

### **THEA212 Composition Across the Arts**

Grounded in embodied art-making practices, this survey course will introduce students to art-making processes in dance, performance, creative writing, and sound. Connections will be explored amongst the disciplines and students will be encouraged to discover their own unique and hybrid forms. The class will be facilitated by Nicole Stanton with modules taught by resident and visiting artists from across the arts. The first part of the semester will focus on hands-on experimentation, contextual readings, viewings, and discussion. In the second part of the semester, students will create their own creative projects, participate in in-depth critique sessions, and develop a digital portfolio to document their



work. The course will culminate in public exhibitions and performances of the student's creative projects. This course can serve as the gateway to the Dance Major.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC212**

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**

#### **THEA215 Latinx Theater in the U.S.: Analysis & Performance**

This Latinx theater study and performance class will examine American-born playwrights of the Latinx Diaspora. Playwrights who are of Mexican, Cuban, Puerto Rican, and Dominican descent are just a few of the many Latinx identities in the United States. The goal will be to examine the specific cultural identities within the United States, their origins, experiences, and stories in this country. We will analyze and explore the universal resonance of these plays as well as their current relevance to contemporary American culture, both politically and socially. Students will be required to do monologue work and scene study for the performance portion of this course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA217 Performing Democracy: Theater, Activism, and Community Engagement**

This course will give students the opportunity to use theater as a tool for community engagement and social activism. No theater experience is required, but students will be asked to make informal presentations of texts related to issues of social justice, climate change, health care, and economic equality in a variety of community settings that may include senior citizen homes, public schools, or political campaign rallies. During election years these presentations may involve re-enactments of presidential debates and political speeches by figures from Greta Thunberg, Chief Joseph, James Baldwin, and Barack Obama to Richard Nixon, William F. Buckley, Emma Goldman, and Donald Trump. These presentations will be designed to elicit discussion and debate from community audiences and encourage those community members to vote and participate in the democratic process as advocates for the principles they believe in most strongly. Students will collaborate with their community partners in creating new performances that give voice to their experience and concerns.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

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**

#### **THEA219 The Anthropology of Performance**

This course traces the intersection of anthropology, theatre, and performance studies to explore cultural phenomena of ritual, event, spectacle, audience, liveness, and mediation in different cultures across the globe. Drawing from both ethnographic writing and anthropological, performance, and media theory concerning the nature of presence, spectatorship, belonging, and representation, students wade into debates on performativity, liveness, affect, and communitas. In turn, students use their knowledge of these debates to put forth their own original analyses of live events they attend while also experimenting with practices of ritual building.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ANTH**

Identical With: **ANTH219**

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**

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**

#### **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. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. 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 five 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, metatheater, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso; Calderón's 'Spanish Hamlet' Segismundo; Lope's spitfire diva Diana, the Countess of Belflor; and Cervantes's border-crossing Catalina, the Ottoman sultan's Spanish queen) 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 the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five 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 plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

This counts as a Theater Method course for the Theater Major.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN231, COL313**

Prereq: **None**

#### **THEA233 All Ah We: Contemporary Afro-Caribbean Drama & Performance**

What are the dramatic utterances of Afro-Caribbean artists? How do Afro-Caribbean playwrights and other narrative-based performance artists present 'Caribbean' and/or 'West Indian' subjectivities in ways that are shared, yet critically different? In what ways are Afro-Caribbean dramas and performance pieces repositories for the practical, the theoretical, the sociological, the political, the imagined, and the lost? In answering these questions and more, we examine these textual and embodied expressions from the complicated crossroads of class, creolization, diaspora, ethnicity, folklore, gender, history, indentured servitude, isolation, language, race, religion, and slavery. At all times, this course revels in the polyphony that is Afro-Caribbean drama and performance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL233, AFAM233**

Prereq: **None**

#### **THEA235 Writing on and as Performance**

This course focuses on developing descriptive critical and creative writing skills in relation to both witnessing and doing live performance. Through close readings of texts by authors including José Esteban Muñoz, Jennifer Doyle, Eileen Myles, Lydia Davis, Hilton Als, Glenn Ligon, Claudia Rankine, Eve Sedgwick, Fred Moten, and Ann Pellegrini, this course will challenge students to craft ideas and arguments by enhancing critical reading skills, creative thinking, and clear writing. We will experiment with style and form from academic essays to performative writing, performance lectures, artist interviews, 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. This class is particularly interested in ways in which gender, race, and sexuality are shaped by language, and how language as a performative tool can be a site for 'insurrection' (Moten), 'gaps, overlaps, dissonances' (Sedgwick), and 'listening in detail' (Vazquez).

Offering: **Host**

Grading: **OPT**

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**

#### **THEA243 Theater/Drama Traditions of China and Japan**

This seminar offers a window into Chinese and Japanese drama and theater traditions from their beginnings to the 20th century. We engage issues of dramatic texts as well as performance practices; thus, the course draws on material from theater history, performance and acting conventions, and the literary history of drama. Readings and discussions span major genres of dramatic writing and their different modes of performance, including the Chinese dramatic genres of zaju and chuanqi; Chinese performance styles of Beijing opera and Kunqu; and Japanese dramatic genres and performance practices of noh, kyogen, kabuki, and puppet theater. Throughout the course, we engage closely with dramatic texts as literature, giving detailed thematic readings to some canonical and non-canonical plays. We also consider how dramatic writing and theatrical performance relate to broader trends in sociopolitical history and literary history, exploring how dramatic texts and theatrical performance embody a multivalent and multisensory space that is unique among creative enterprises. We deal with both the actor and the text, and consider how each are conditioned by modern and premodern contexts. No prerequisites are required, although some prior knowledge of China or Japan is helpful.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CEAS**

Identical With: **CEAS243, WLIT222**

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 including games, improvisation, text work and scene work. The course explores approaches to and theories about acting that are rooted in the techniques of Konstantin Stanislavsky, Michael Chekhov and other theorists.

This counts as a Theater Arts course for the Theater Major.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA246 Adornment: The Human Body on Display**

Personal adornment has been important throughout history in demonstrating distinctive features of world cultures, creating forms and images that illustrate spiritual beliefs, as well as representing individuals or groups through the use of decorative elements.

In this course, we will explore the many ways adornment - through the manipulations of makeup, hair and millinery accessories - can create a profound transformation in the appearance of the wearer. These adornment techniques have been a source of fashionable expression for thousands of years - from the kohl rimmed eyes of the ancient Egyptians to the elaborate hairstyles of the Greeks and Romans, to the beauty marks that were popular with French nobility in the 18th century. Contemporary use of adornment can be seen in the constructed artistry of David Bowie's alter egos for performance in the 1970s and Lady Gaga's innovative use of prosthetic makeup for facial enhancement.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

#### **THEA254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde**

Our focus will be the Spanish avant-garde as reflected by the plays and poetry of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes works that 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. Given the interaction of intellectual and ideological ferment during these years, we will also focus on the relationship between art and ideology generally speaking, and especially on Lorca's profile as a modern bard or public intellectual in the context of the Second Republic (1931-1939), Spain's first important experience with progressive democracy.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN254**

Prereq: **None**

#### **THEA259 Face the Blank Page**

A 13-week course for the beginning playwright. Students will read 12 plays and write essays on each one, in which they will explore the creation of the play. The why of it. Who is the main character, what do they want, what's stopping them from getting it, and finally, what is the point of no return? Students will look at the time and society in which the play is placed. What obstacles were part of their world; what did they have to overcome, and what did they have to accept? Every play will also serve as a prompt for a writing exercise that students will be responsible for. Students will take a character or situation from the play and make it their own. Also, as a group, the class will write an original play. Each student will be assigned a scene, and week by week the play will come together. This collective creation will be inspired by a song; everyone will have the same song, and each student will continue the play based on the scene that preceded it. Each student will be a part of building the structure of the play and will be able to put their own stamp on it.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

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, theater is an especially vulnerable mode of cultural expression and, therefore, can easily fall victim to both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the state censorship that prevailed under Franco (1939-1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority and for addressing the crucial social and political concerns of the day. The parliamentary regime born in the aftermath of the dictator's death in 1975 ushered in an era of experimentation unprecedented in recent Spanish cultural history. During these years, playwrights have increasingly embraced the struggle against more covert (social, market-driven) 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 1950. We will focus on context, on how theater, society, and politics are intertwined, by evaluating both works of dramatic literature themselves 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 legacies of repression.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN261**

Prereq: **None**

### **THEA263 Mythic & Modern: Reappropriating Classical Themes in Contemporary Drama and Performance**

What does it mean to defy the authority of the patriarch, of family, or of government? How do these structures of authority intersect in contemporary society? How do we, today, understand 'destiny'? How do we challenge it, and what are the consequences for doing so? How do we break the patterns of shame and disenfranchisement inherited from the shared past? These are just some of the social, political, and ethical concerns transmitted over time by playwrights, stage and performance artists, and film directors who treat classical myths as valuable constructs for interrogating our contemporary world and society. In this collaborative, project-based course we explore how classical myths have been appropriated within the modern Italian and Italoophone cultural context. Just as important as our study and discussion of modern adaptations of classical models are the staged readings of key scenes incorporated strategically throughout the semester that help us develop an organic understanding of the material from the inside. Our overarching aims include: 1) exposing what persists in modern adaptations of classical myths, 2) tracking the kernels of change that the adaptations present, and 3) understanding why performers over time, working in disparate cultural milieus, continue to seek and derive inspiration from classical myths. The mythic figures we examine may include any of the following: Sophocles' *Antigone*, Euripides' *Oedipus* and *Medea*, Aeschylus' *Agamemnon*, as well as figures from the *Oresteia* and from such epics as Homer's *Iliad* and Virgil's *Aeneid*. This course is taught in conjunction with ITAL263 and FREN263. The final collaborative performance, scheduled during the final exams period, will involve students from across the Romance Languages and offers the unique opportunity for cohort building among students of French, Italian, and Spanish.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL263**

Prereq: **ITAL221**

### **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, 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**

### **THEA269 Introduction to Performance Studies**

Performance Studies is an interdisciplinary field (brushing up against anthropology, theater studies, and linguistics, critical race studies, psychoanalysis & queer theory) that orbits around conceptions of the live. This course will introduce students to the history of performance studies by looking at key texts that have defined the field. We will use the 'performance' as a concept and lens to discuss art, theater, dance, music, everyday performances, and presentations of the self. Through close reading of theoretical texts, visual art works, and live performances will explore the social and cultural importance of performance and performativity, especially as they come to bear upon queer and minoritarian lives and dreams.

This counts as an Expanded Field of Theater course for the Theater Major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**



Gen Ed Area: **HA-THEA**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 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, simulating the real-world process of writing a piece of musical theater. Students will explore standard works in the musical theater canon as well as less traditional pieces, concentrating on dramaturgical elements specific to the form (opening numbers, 'I Want/I Am' songs, extended musical sequences, act one finales, 11 o'clock numbers, etc.). Students will then apply this knowledge to their own work as they generate scenes, songs, and outlines for libretti. Students will leave the class with a grasp of the classic components of this art form, hopefully inspired to follow or bend the 'rules' to suit their own creative instincts.

Offering: **Host**Grading: **OPT**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: **OPT**Credits: **1.00**Gen Ed Area: **HA-THEA**Prereq: **THEA245****THEA285 Acting II**

This course is a continuation of THEA245, Acting I, deepening the investigation of contemporary actor training methods grounded in the work of Konstantin Stanislavsky and other contemporary theorists. Through advanced scene study, students apply their exploration of technique and training. This is an advanced acting course in studio format.

This counts as a Theater Arts course for the Theater Major.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-THEA**Prereq: **THEA245****THEA286 Solo Performance**

This course will provide students with acting and playwriting skills that will enable them to research, write and perform a solo performance piece based on a subject of their choice. The work of Anna Deveare Smith, Roger Guenvere Smith, Dario Fo and Franca Rame among others, will be studied as models for the creation of solo performance pieces that combine artistic virtuosity with a concern for social justice.

Offering: **Host**Grading: **A-F**Credits: **1.00**Gen Ed Area: **HA-THEA**Prereq: **None****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]****THEA290 Staging Race in Early Modern England**

This course analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American 'Indians.' After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: **Crosslisting**Grading: **OPT**Credits: **1.00**Gen Ed Area: **HA-ENGL**Identical With: **ENGL280, FGSS320, CHUM289**Prereq: **None**



**THEA291 French and Francophone Theater in Performance**

This course introduces students to the richness of the French and Francophone dramatic repertoires, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization, *mise en scène*, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students' oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.25**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN281**

Prereq: **None**

**THEA292 Spectacles of Violence in Early Modern French Tragedy**

The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts--many of which staged physical violence--not only reflected but also actively participated in the debates surrounding the 'troubles civils.' In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **FREN306, COL306**

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**

**THEA301 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance**

This course offers a comprehensive exploration of Third Rail Projects' approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail's toolbox of techniques, including:

- Developing presence and clarity around audience engagement
- Remaining spontaneous and responsive to the changing landscape of an active audience
- Generating game play for crafting immersive scenes
- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC311**

Prereq: **None**

**THEA302 Contemporary Theater: Theories and Aesthetics**

This class will serve as an introduction to Theater & Performance Studies, interdisciplinary fields that brush against anthropology, linguistics, critical race studies, psychoanalysis, queer theory, and art history. We will approach 'performance' as a practice and a lens. Students will explore close reading strategies for both textual and live performance events and examine live art, theater, everyday performances, and presentations of the self. This course will pay particular attention to the social and cultural importance of performance and performativity, especially as they come to bear upon queer, black, Latinx, and indigenous lives and dreams.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **CHUM344**

Prereq: **THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185**

**THEA305 Lighting Design for the Theater**

This course will introduce students to the history, basic principles, and practical application of lighting design through lecture, demonstrations, and projects. Students will develop a deeper understanding of the applications of light in storytelling, which will help them communicate with collaborators.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105 OR DANC105**

**THEA306 Techniques of the Liar: Performance, Artifice, Fraud**

This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of 'emotion'; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how 'authenticity' is both gendered and racialized; and how hiding,

fabulation, exaggeration, and duplicity have also offered means of freedom or resistance.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM306, FGSS305**

Prereq: **None**

#### **THEA308 Composition in the Arts**

Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. This course brings together practitioners from diverse art forms and traditions to address the basic issue of composition.

In this seminar, we will explore the compositional process through assignments that address the interacting concepts of site and information. By 'site,' we mean a semantic field extending through corporeal, environmental, and social dimensions. By 'information,' we mean representations abstracted from sites, 'meaningless' when independent of any specific semantic interpretation. Participants will compose individual and collaborative interventions in a wide range of sites--public, private, physical, and electronic--in response to the problems posed.

This course is permission-of-instructor, and is intended for upper-level majors in Art, Dance, Film, Music, and Theatre, and others with sustained compositional practices suitable to the course.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **MUSC308, ARST308**

Prereq: **None**

#### **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.

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**

#### **THEA311 Queer and Trans Aesthetics**

The seminar aims to develop intersectional frameworks for analyzing the artistic production of five artists who will be participating in a Trans\*Revolutions symposium at the Center for the Humanities this spring: Tourmaline (film); Vick Quezada (photography, sculpture, film, and performance); Elliot Montague (film); Texas Isaiah (photography); and Emma Frankland (performance). We will also contextualize their work in relation to other artists, such as Ana Mendieta; Rotimi Fani-Kayode; Elle Pérez; Sandie Yi; Isaac Julien; Vaginal Davis; Kent Monkman; Martine Gutierrez; Felix Gonzalez-Torres; Juliana Huxtable; Laura Aguilar; Untitled Queen; and Wu Tsang. For the primary assignment, students will have two options: 1) a research paper on one or more of the participating artists or another relevant artist; or, 2) a creative project (e.g., artwork, performance, poetry) in dialogue with the seminar's topics. Students also will have the opportunity to engage the symposium's featured artists during their visit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **FGSS331, SOC300, AFAM331, AMST326**

Prereq: **None**

#### **THEA315 Stage Management**

This course is intended to provide students with a basic knowledge of stage managing for theater. Students will learn the core essentials to theater collaboration: interpersonal relationships, time management, industry standards, leadership roles, effective communication and observation. The role of the stage manager is foundational to every theater production. This role has the potential to lift up any collaborative work, or hinder it.

Specific topics covered will include working with a director and actors, dramaturgy, managing auditions and rehearsals, props, effective communication tools across many types of theater making, stage management paperwork, technical rehearsals, and running/calling a show.

Potential projects include: Auditions to Opening night paper project of a show, calling a pre-produced dance piece, and interviewing a professional working Stage Manager.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105**

#### **THEA316 Advanced Topics in Performance Studies: Imagining Anticolonial Performance Practices**

Performance studies is an interdisciplinary field (brushing up against anthropology, theater studies, linguistics, critical race studies, psychoanalysis,

and queer theory) that orbits conceptions of 'the live.' We will use 'performance' as both a practice and lens to explore art, theater, dance, music, everyday performances, and presentations of the self. In addition to introducing students to some of the key debates in the field of performance studies, this class will pay particular attention to decolonial and anticolonial performance practices. With a specific attention to Native North American politics, practice, art, and performance, we will study examples of contemporary Indigenous art in order to imagine performance's potential ability to work toward the anti-normalization of settler colonial logics and laws. Student projects will take the shape of semester-long critical research papers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

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, speech and movement in current practice as adapted by professional directors and actors. Students will follow a progression of in-class exercises designed to respond to textual demands through ongoing scene study techniques, vocal explorations and physical commitment in performance of heightened text. Examination of text will culminate in close study of Shakespeare's First Folio and its clues to performance. Students will study, analyze, memorize, rehearse and perform scenes and monologues.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA245**

#### **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, FGSS323**

Prereq: **None**

#### **THEA327 Dangerous Acts: Theater, Transgression, and Social Justice, Ancient and Modern**

The first plays in the history of theater feature transgressive acts: murder, illicit sex, violence, and torture. Action-packed, gory, and heart-wrenching, these spectacles of mass entertainment were also staged specifically to 'train' citizens to be thoughtful legislators, jurists, and policy makers. They were deliberately crafted to make audiences grapple with demanding questions--legal, ethical, and moral: the 'laws' of war; discrimination (based on gender, class, ethnic background); privacy and political participation; confession, guilt, and punishment; anger and sympathy in decision-making, and much more.

In this course, we will read a selection of Greek plays, ancient and modern critical works, and modern adaptations to consider the role of theater in politics, aesthetics, and social and emotional engineering.

Readings from antiquity will include plays by Aeschylus, Sophocles, Euripides, and Aristophanes and readings from Plato and Aristotle. Modern works will include plays and writings by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, Yael Farber, and movie adaptations.

This course will fall under the Poetry & Performance and History/Social Justice tracks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CLAS**

Identical With: **CCIV327**

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**

#### **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 portion of the course is devoted to demonstrations and workshops, including instruction of an Islamic frame drum ensemble, singing, 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**

**THEA350 Calderwood Seminar in Public Writing: Arts Journalism**

Arts Journalism will give students the opportunity to write about the arts in a variety of short forms that put performance in context for general readers. Students will work in pairs, serving in alternate weeks as either writers or editors. The writing assignments will include live performance reviews, book reviews, program notes, op-eds, feature articles, artist profiles, interviews and grant proposals.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **None**

**THEA351 Melodrama Since 1700**

Although today melodrama calls up ideas related to film, the term has musical origins: it originally indicated a work in which melos (music) and spoken drama were united in one multimedia format. Eighteenth-century melodrama admitted of many manifestations, encompassing everything from comic operas (like Mozart's *Magic Flute*, which alternated singing with spoken dialogue) to experimental symphonic works (in which a narrator's declaimed monologue was emotionally painted by the accompanying orchestra). Melodrama in this musical sense persisted through to the twentieth century, and included notable works such as Schoenberg's *Pierrot Lunaire*. But slowly melodrama as a term began to take on connotations relating to one of comic opera's central conceits: hyperbole and exaggeration. Melodrama became synonymous with comic excesses of emotional portrayal. Eventually, during the twentieth century, this meaning fastened onto a constellation of generic implications within the domain of film (think, for example, of Joan Crawford in *Mildred Pierce*). In its afterlife during the twenty-first century, melodrama has sometimes been used pejoratively: it can be employed as an epithet to disqualify the performance of emotion as inappropriately intense, or to designate emotion connected to an ostensibly inappropriate subject. But even in this new sense, melodrama retains an element of its early history insofar as it can be appropriated within subcultures in order to comically mock the traditions of mass culture. This course examines the long history of melodramatic art forms from the eighteenth century through to the present day. Together we will perform close readings of the objects within this rich tradition, supplemented by readings in queer theory, critical theory, and performance studies.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-MUSC**

Identical With: **CHUM351**

Prereq: **MUSC201 OR MUSC202**

**THEA352 Following Fornés: Creativity, Intimacy, and Imagination**

This course undertakes an investigation and application of the creative process of visionary iconoclast Maria Irene Fornés: a queer, Latinx playwright whose wildly idiosyncratic plays defied both convention and categorization. Fornés' legendary workshops shaped a generation of playwrights, including Nilo Cruz, Caridad Svich, and Sarah Ruhl.

Students will engage with Fornés' own creative process via her ephemera: in this case, the spoken fragments, outtakes, and audio marginalia left behind from the filming of her documentary collaboration with director Michelle Memran, 'The Rest I Make Up.' As I work to compile and cohere this material into a book, the class will be applying it, directly, to the conception and creation of their own performance works.

Students who are interested in writing/directing/devising live works of performance are best suited to this class. No former experience necessary, but a willingness to create and share live work and writing on a weekly basis is required. Our work will be contextualized by assigned research and writing

into Fornés as a key figure of the American theater, and will culminate in the presentation of our creative projects.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM352**

Prereq: **None**

**THEA354 Improvisation: Diasporic Modalities**

Freestyle, groove, jam: Improvisation has always been a key tool in the creation and evolution of dances of the African Diaspora. This movement-based course will deepen the inquiry of the Africanist aesthetic in dance through an improvisatory experiential framework. What movement conversations are created through a deep listening to self and our impulses to engage with sound/music, the environment, and our community? How do we honor the self in collective experiences? Students will embody explorations of the improvisatory concepts, sequences, and modalities that are rooted in the dances of: West African, Afro-Beats, Afro-Brazilian, Jamaican Dancehall, Capoeira, Jazz, African American Social Dances, House, and Bomba. We will use the foundational improvisational principles of these dance forms through a balance of play, investigation, and rigor. Studio work will be supplemented with readings, video, and homework assignments geared toward creating new improvisational scores. The course will also include visits from guest artists.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC354**

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 Space Design for Performance**

In this course, students will study, construct, and deconstruct the performative space, whether theatrical or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student's own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the

design process, including concept development, visual research, renderings or drawings, model making and drafting.

In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements.

Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software, utilizing design-technology tools, such as laser cutters and 3D printing, to develop and enhance their work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Identical With: **DANC359, ENVS359**

Prereq: **THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190**

#### **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, 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 co-habitators enact togetherness. This class will focus on theoretical readings and creative exercises and will culminate in a collaborative project.

This counts as an Expanded Field of Theater course for the Theater Major.

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**

#### **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**

#### **THEA372 Site-Specific Choreography**

This course addresses the construction of contemporary performance in alternative, nontheatrical spaces. Students will create, design, and structure movement and image metaphors; design and realize scenic objects; and integrate technologies that enhance performance at large. Daily practice will focus on developing compositional tools to trigger events, to set off the performance space, and to create optimal conditions for audience and performer participation. Skills in movement observation, critical reading, and video analysis will inform the course's practical and historical frameworks.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**



Gen Ed Area: **HA-DANC**  
 Identical With: **DANC371**  
 Prereq: **None**

#### **THEA381 Directing II**

This course, the continuation of THEA281, presents a further investigation of the elements of directing: script selection, research, production concept, orchestration of that concept, casting and coaching actors, and development of a ground plan. Elements of set, lights, costumes, props, music, etc. will be developed within a shared laboratory approach. This is an advanced directing course in studio format. Students will develop all work in a focused, workshop environment; additional research and written description of ideal design elements will accompany the studio project.

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: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA105 OR THEA185 OR ARST131 OR ARST445**

#### **THEA385 The Working Actor: Locating and Successfully Engaging Acting Opportunities Beyond the University**

This course is geared toward those students venturing into the earliest stages of an acting career. Emphasis will be placed on auditioning for film, television, and theater, finding opportunities in NYC, LA, and regional markets, cultivating a network, self-tapes, clarifying a mission statement, and logistics of the business (headshots, agents, casting directors, unions). The course will include talks with industry professionals, and students will leave the course with a tentative plan of action, including audition material and resources to facilitate the transition from the classroom into the professional world. If interested, please contact the instructor via email ASAP to set up individual conferences.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **(THEA245 AND THEA285) OR (THEA245 AND THEA309) OR (THEA245 AND THEA318) OR (THEA245 AND THEA319)**

#### **THEA390 Performance Ensemble**

Since theater is an art of collaboration, this course will offer advanced acting, directing, and playwriting students an opportunity to develop their skills in an ensemble environment and to collaborate on creative practice. Students will explore creating text, embodying performance, and developing an understanding of dynamic space with the goal of engaging collaborative processes. Techniques of storytelling, negotiation of differences in communication, and developing a coherent and cohesive theatrical event will be explored. Students will go through all stages of research, improvisation, rehearsal, and analysis of preparing a theatrical performance for an invited audience in a workshop structure.

This course will NOT fulfill an advanced directing requirement for students interested in pursuing senior theses in directing. This course provides an additional level of performance training beyond the core courses in acting, directing, and playwriting.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-THEA**

Prereq: **THEA281 OR THEA199 OR 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: **OPT**

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)

**WRCT110F Academic Writing in the US for International Students (FYS)**

This course explores United States culture and history through the art of writing essays. Students will analyze renowned works by US authors while concurrently writing their own essays and focusing on essay structure, analytical writing, cohesiveness, conciseness, and the mechanics of grammar. The course is designed to prepare international students for the expectations their US professors will have for their academic writing. Assignments will involve reading and writing a variety of essays, pre-writing activities, journal entries, academic vocabulary exercises, and advanced grammar analysis. As models for their own work, students will study exemplary essays from a variety of essay genres by authors such as Martin Luther King Jr., Thomas Jefferson, Abraham Lincoln, and Reginald Rose. The workshop-style format of the class will encourage academic exchanges, critical analysis, and peer editing. The course is recommended for international students, students who immigrated to the US after middle school, and students whose dominant language is not English.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

**WRCT112F The Logistics of Climate Change (FYS)**

According to the World Bank, an increase in global temperatures of more than 2°C by the year 2100 will likely submerge coastal cities from New York to Shanghai beneath rising seas. Yet as many theorists note, the global supply chains the World Bank helps facilitate also fuel global warming. How do we make sense of economic institutions warning us of disasters their actions may hasten? Why is there so much disagreement among scholars concerning the quickening pace of climate change alongside the emergence of supposedly postindustrial economies in the developed world? And what can we do about that pace today? This class surveys two sweeping transformations of social life in recent decades to pose such questions. Climate change, we will wager, can't be understood apart from the logistics revolution that made globalization possible: The massive freeway systems, ports, algorithms, microprocessors, and container ships transporting goods and money from one corner of the globe to another. Along the way we will pay particular attention to the uneven racial and gender dynamics governing who lives where, who acquires what they need to survive, and how they survive in a world arranged by the logistics revolution driving climate change today.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

**WRCT113 A Nation of Immigrants?**

America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **ENGL113**

Prereq: **None**

**WRCT113F A Nation of Immigrants? (FYS)**

America is a nation of immigrants. This ideological epithet has come to define the American experience as one of opportunity, advancement, and national incorporation. This course will approach this narrative from the perspective of im/migrants, refugees, exiles, displaced persons, and colonized minorities. To do so, we will read sociology, history, and political theory alongside literary texts, inquiring into discourses of migration, mobility, and (un)belonging through an interdisciplinary and intersectional lens.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

**WRCT114F Why You Can't Write (FYS)**

Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course

center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **EDST114F**

Prereq: **None**

#### **WRCT116F The Literature of Travel (FYS)**

Travel literature has been one of the most fundamental subgenres of writing since humans first began to explore and record their thoughts. Much of what was first known about the world as we know it comes down to us from travelogues of early explorers, and this rich subgenre explores issues of identity and race, knowledge and power, while also often being alternately infused with longing for home or longing for difference. The literature of travel, exploration, and foreign milieus actually falls under various categories including journalism, nonfiction writing, and fiction. Any study of travel literature prompts us to ponder the theoretical problem of understanding people and places that are alien to us. This seminar will expose students to a wide variety of 'travel literature,' including novels, essays, travelogues, and documentaries. Throughout this course, we will compare received, conventional notions of particular places with what we discover through our readings. Come prepared to read and write intensively.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

#### **WRCT120F Uncertainty and the Future (FYS)**

The world we live in is full of risk and uncertainty. Science, politics, and economics all tell us that this is a hazardous era in which great changes are inevitable and catastrophes are possible. How do people manage living in such an uncertain world? This first-year seminar introduces students to research and writing in the social sciences by studying a driving factor in the human search for knowledge: the uncertainty of the unknown future. We will consider how the ways in which humans define, relate to, and experience uncertainty influence social well-being and the production of the future. We begin with the anthropological study of uncertainty, which is rooted in the study of ritual and magic, and then consider perspectives in psychology, economics, and ecology. While we will reflect on the 'negative' side of uncertainty, such as risk, precariousness, and insecurity, we will also examine the way the creative management of uncertainty is sometimes romanticized and consider the opportunities for creativity, adaptation, resilience, and imagination in uncertain times.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **SISP120F**

Prereq: **None**

#### **WRCT121F Are You a Feminist? (FYS)**

Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students' curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Prereq: **None**

#### **WRCT130F Living within the Bio-Logical (FYS)**

How do biology and society relate to each other? This first-year seminar provides an introductory overview of how the biosciences have been entangled in social contexts, from the Enlightenment to the current technoscience era. We will examine contemporary case studies where society impacts biology and biology impacts society, particularly those that show the complex interplay between the body and the environment. We will look at how rates of obesity relate to inequality and insecurity, consider the impact of toxins on the body and environment, and discuss emergent research that challenges longstanding beliefs about medical science. This anthropologically informed course provides ethnographic accounts that give crosscultural context to the questions posed. Throughout the course, students will learn to discuss the interrelation of the biological with the social, political, and economic, and we will critically reflect on the influence of politics and economics on human biological agency.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **SISP121F**

Prereq: **None**

#### **WRCT133F Race and Representation (FYS)**

This first-year seminar will introduce students to theories and understandings of race, racism, and racial inequality as debated in the academy and the public (US) sphere. So, too, will the course consider race as it is lived and represented in cultural objects such as film, literature, law, television, and music. Reading and writing will be heavily emphasized. Through regular writing activities, students will find comfort with and a voice for discussing a range of cultural texts, preparing them for everyday discussions about race in US culture.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

#### **WRCT135 Writing about Research: U.S. Style**

This course is designed to prepare non-native speakers of English to write about research in U.S. academia. Students will focus on the structure, cohesive devices, citation styles, and academic vocabulary commonly used in literature reviews, theoretical papers, and primary research studies. As a topic of common interest, example readings will focus on language research including statistical analyses of language learners; anthropology studies of how gender, race, and socioeconomic group affect language; and overviews of theories about language acquisition. Throughout the course, students will learn organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **ENGL135**

Prereq: **None**

#### **WRCT135F How Language Works: The Beliefs and Bias that Affect our Social World (FYS)**

This first-year seminar takes an in-depth look at how we communicate. What do we believe about language? How does that affect our interactions on personal and societal levels? Drawing on readings from the fields of linguistics and

anthropology, we will challenge common language myths and beliefs related to multilingualism, language and dialectal stereotypes, gendered language, and language learning. To synthesize those ideas, students will write reflectively and discuss their own oral and written language, conduct short research projects, and synthesize their ideas into a final paper related to a topic in the course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CGST213F**

Prereq: **None**

#### **WRCT140L Teaching English to Speakers of Other Languages**

This course explores theories and teaching methods related to learning English as a second language (ESL). Students will critically examine current and past 'best practices' for teaching English to speakers of other languages (TESOL) and the seminal theories they are based on. In addition, we will discuss the various needs of English language learners, including both children and adults, and students coming from a variety of social and cultural backgrounds. Students will be asked to apply what they've learned by creating their own lesson plans and activities, critiquing ESL textbooks, and giving teaching demonstrations. If you choose to work with a student (or tutor in an organization), you may be able to use this class to fulfill a Category 5 requirement in Education Studies.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **EDST140L, ENGL143L**

Prereq: **None**

#### **WRCT150 The Science Behind Popular Scientific Literature**

The Science Behind Popular Scientific Literature. This course focuses on academic STEM writing and is an exploration of the scientific literature in the reference list of Elizabeth Kolbert's 'The Sixth Extinction.' Assignments will consist of numerous low-stakes writing prompts with extensive peer and instructor feedback, and a term project paper constructed along the lines of a STEM review paper. This course fulfills a key need in developing science literacy and teaching students how to find and use reliable sources to critically evaluate popular science writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS150**

Prereq: **None**

#### **WRCT150F The Science Behind Popular Scientific Literature (FYS)**

The Science Behind Popular Scientific Literature. This course focuses on how to present material to a scientific audience and is an exploration of the scientific literature in the reference lists of Rachel Carson's 'Silent Spring.' Assignments will consist of numerous low-stakes writing assignments with extensive peer and instructor feedback, and a term project paper constructed along the lines of a STEM review paper. This course fulfills a key need in developing science literacy and teaching students how to find and use reliable sources to critically evaluate popular science writing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **NSM-CIS**

Identical With: **CIS150F**

Prereq: **None**

#### **WRCT200 Integrative Learning Project 1: Reflecting About the Liberal Arts**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and

non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

All sophomores, juniors and seniors are welcome in this course. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can take this course more than once, but only once per academic year.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **RL&L250, AFAM250, CSPL200**

Prereq: **None**

#### **WRCT202 Pedagogy for Teaching English to Speakers of Other Languages Tutors**

This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the U.S. every year. Students enrolled in this course will gain practical experience by committing to volunteering at Middletown public schools while taking this course and are encouraged to continue their service afterward. There is a volunteering commitment of 2 hours/week minimum during the semester.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-WRCT**

Identical With: **EDST202**

Prereq: **None**

#### **WRCT204 Extreme Landscapes of the Anthropocene**

The 'Anthropocene,' a term coined to categorize the current geological epoch, has become a way in which social scientists can critically and creatively engage with the impact of humanity on the ecological well-being of the Earth. The interdisciplinary and uncertain nature of this subject matter provides space for experimental writing styles, innovative approaches to storytelling, and critical discussion and debate. This course is designed to explore and challenge the term 'Anthropocene,' questioning how narrative and drama are entangled in the dissemination of complex truths, for better or worse.

In this course, we will consider texts, short films, and other mixed media that investigate the everydayness of extreme landscapes, from 'capitalist ruins' to the depleting seas. We will dive into the social, political, economic, and scientific power-scapes that influence narratives about the environment, from late liberal ideology to corporate influence on science and the news. Through the course materials and activities, we will question how to communicate complex information with a broad range of people, particularly surrounding issues of climate change, sustainability, and environmental justice. Each student will build their own writing portfolio of short essays for specific audiences. The class will collectively build and design a storytelling website where they can share their work. Students are encouraged to apply an ethics of care and the art of 'non-judgmental attention' to their critical engagement with the Anthropocene.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**



Identical With: **SISP204, ENV5204, ANTH204**

Prereq: **None**

#### **WRCT205 English Language Learners and US Language Policy**

This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect ESL programs in K-12 education, bilingual businesses, immigration policies, and the U.S. legal system. We will also discuss the recommendations of scholars for increasing multilingualism in business and education, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for non-native speakers of English and anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **AMST227, EDST205**

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**

#### **WRCT225F Writing Biography: Denis Diderot, a Case Study (FYS)**

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: **RL&L225F**

Prereq: **None**

#### **WRCT226 Ethnographies in Medicine**

Biomedicine looks different in different places. Biotechnologies change under new moral frameworks. The same pharmaceutical pill can offer freedom to some and evoke colonialism in others. And in some contexts hunger is more pressing than curing a specific disease. How do we go about challenging our biomedical assumptions and understanding medicine in context? Medical anthropologists have relied on the art and science of ethnography to provide cross-cultural accounts of health and healing that are accessible, provocative, and timely. In this writing-intensive course, we will read exemplary ethnographies in medical anthropology to explore the intersection of medicine, culture, and narrative text. We will explore four themes that cover provocative discourses in the field: the challenges of participant observation during vulnerable encounters with sickness and disease; regimes of power; local-global encounters; and food, eating, and the gendered body.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **ANTH227**

Prereq: **None**

#### **WRCT227 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-COL**

Identical With: **COL227, ENGL228**

Prereq: **None**

#### **WRCT228 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL259**

Prereq: **None**

#### **WRCT228Z 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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL259Z**

Prereq: **None**

#### **WRCT250 An Introduction to Data Journalism**

This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.

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**

#### **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: **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 Koeppel 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**

#### **WRCT250M Topics in Journalism: Storytelling and Social Change**

How did a TV show help reduce the rate of teen pregnancy to the lowest point in recorded history? Why did a new narrative approach to gay marriage enable the movement to go from losing 31 state referendums to suddenly winning? Storytelling, across mediums and social platforms, has the power to change behavior and shift the cultural narrative. This class will explore the nature of 'effective' stories, across a wide variety of issues, that engage audiences and often prompt action. We will discuss how this process works and ways to develop social impact campaigns. Students will have the chance to question some of the leading creators/practitioners who will join as guest speakers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250M**

Prereq: **None**

#### **WRCT250N Writing Reality: Journalism in an Era of Polarization and 'Fake News'**

How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of 'Fake News' accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **CSPL250N**

Prereq: **None**

#### **WRCT250P 'It's a Mess': An Academic and Practical Look at Digital Media in the Late 2010s**

Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than

in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and 'Fake News'--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL250P**

Prereq: **None**

#### **WRCT250Q The Journalist as Citizen**

In this weekly writing seminar, we will explore how journalists exercise their roles as citizens and, in turn, how journalism affects the functioning of our democracy. Using historic and contemporary examples, we will examine how, at its best, the media exposes inequity, investigates wrongdoing, gives voice to ordinary people, and encourages active citizenship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

#### **WRCT250R First Person Singular**

This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebald, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koepfel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: <https://petergodwin.com/about/>

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **CSPL250R**

Prereq: **None**

#### **WRCT250T First Person Singular**

This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times

Magazine, National Geographic Magazine, Granta, Paris Review, The New Yorker, and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebald, Bruce Chatwin, V.S. Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2020 Koepfel Journalism Fellow Peter Godwin. He is the author of five nonfiction books, and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: <https://petergodwin.com/about/>.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Prereq: **None**

**WRCT250V The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn**

In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated--'the media has been democratized'--and reviled--'the media is too fractured and people are living in information bubbles.' The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, both on their own and in collaboration with other students.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CSPL319**

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, synthesize, 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**

**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: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ENGL**

Identical With: **ENGL297**

Prereq: **None**

**WRCT300 Integrative Learning Project 2: Senior Capstone**

The Integrative Learning Project is a .50 credit course that allows students to learn to describe in a coherent and engaging narrative the various academic and non-academic activities, projects, and experiences that have been important for them while in college and to practice doing so for a variety of audiences (e.g. employers, graduate schools, etc.). Participants should be students who are interested in crafting a narrative about their personal and intellectual development, and who want to be able to talk about what skills they have cultivated during their time at Wesleyan and what they still want to learn.

This course is intended for seniors who wish to document and reflect about their work in a single 'capstone' experience. This course requires a willingness to discuss one's strengths, achievements, weaknesses, and failures. Students will not only engage in reflection about their skills and experiences, but will also have the opportunity to design an online portfolio in WordPress, the world's most popular content management software, and test the portfolio with different audiences by employing user experience design (UX) principles and research methodologies. Students can only take this course once.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **RL&L350, AFAM320, CSPL300**

Prereq: **None**

**WRCT302 All the Feels: Affect Theory and Cultural Studies**

Butterflies in your chest. Perspiration on your upper lip. A racing heart. Every day we witness and manage sensorial experiences; quite often these negotiations illuminate the ways in which powerful norms and institutions shape our daily lives. This course explores the relationship between the seemingly individualized experience of feeling and the social world of power by introducing students to the vibrant field of affect studies. A recent 'turn' in critical theory, affect theory is interested in embodiment, the senses, and sensorial experience, questioning the dominance of rationality and cognition by exploring the role emotions and feelings play in our social worlds. This course will focus predominantly on affect theory as it emerged from queer, feminist, and racialized minoritarian discourses in order to ultimately contemplate the ways theories of affect, feeling, sensation, embodiment, and emotion open up literary and cultural texts.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **ENGL308, FGSS314**

Prereq: **None**

**WRCT303 Artifacts of US Empire: Post-Cold War Narratives of Migration and Multiethnic Literature**

This course focuses on post-cold war literature about migrating to the US. By reading diasporic fiction coming out of and about Indian, Iranian, Cuban, Dominican, Filipino, Vietnamese, and Korean diasporas, students will examine how stories of migrating to the US are noteworthy artifacts of US empire. Importantly, we will question the ways in which these texts are tasked with the work of representing empire, imperialism, trauma, violence, and, for that matter, assimilation, meritocracy, and the US as benevolent nation-state. How do they challenge these expectations? Rescript them? Fall into their alluring traps?

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **AMST263, ENGL331**

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 required capstone 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. Visiting writers and editors will speak in class and the schedule includes several social occasions--receptions, talks, and dinners. Guest speakers from the world of writing and publishing will talk about their experiences with new media.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

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**

**WRCT419 Student Forum**

Offering: **Host**

Grading: **Cr/U**

**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: **Cr/U**

**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: **Cr/U**

**WRCT500 Writing as a Multilingual Graduate Student**

This course is designed to support graduate students who do not speak English as their first language while writing about research in their graduate programs. Students will learn about the process of writing academic journal articles including writing an abstract, literature review, and methods, results, and discussion sections. They will also focus on sentence- and paragraph-level issues in their writing and elements of writing style such as conciseness, ambiguity, and clarity. Throughout the course, students will review and practice organizational skills for longer papers, summarize numerical and theoretical data, and practice the mechanics of writing.

Offering: **Host**

Grading: **Cr/U**



# 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 Connecticut Valley Section Award** • Awarded for outstanding achievement to a graduating chemistry major.

**American Chemical Society Undergraduate Award in Analytical Chemistry** • Awarded for excellence in analytical chemistry.

**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 Chemical Society Undergraduate Award in Physical Chemistry** • Awarded in recognition of outstanding achievement by undergraduate students in physical chemistry, and to encourage further pursuits in the field.

**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.

**Best Honors Thesis in Sociology Award** • 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.

**Best Paper Prize in Sociology** • Awarded annually to students who have written the best scholarly papers in sociology in the previous year.

**Blankenagel Prize** • Income from the John C. Blankenagel Fund, established in 1970, awarded at the discretion of the Department of German Studies 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 freshman 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.

**Chadbourn Prize** • The gift of George Storrs Chadbourn, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

**Citation of Citizenship in the Department of Mathematics and Computer Science** • Recognizes those students studying mathematics or computer science, whose contributions both aid the educational mission of the department and foster a sense of community that encourages and supports all members of the department.

**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, their promise of community leadership and public-spirited citizenship, and 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.

**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 '48, 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 for Outstanding First-Year Chemistry Students** • 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 of the Year Award** • Awarded to the coordinator(s) of an exceptional program, cultural event, speaker, or production that has had positive campus-wide 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).

**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.

**Friends of the Wesleyan Library Undergraduate Research Prize** • Established in 2017 to recognize research projects in any field (besides honors theses) in any field that demonstrate outstanding and creative use of Wesleyan's library collections and resources.

**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 who also serve 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 the 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 German university. The German Academic Exchange Service is a private, self-governing organization of 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.

**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, 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 '88, 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.

**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 '83, 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 PhD 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 Professors Emeritus 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 '82, 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 unfailing 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.

**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.

**Priscilla Meyer Fund** • Established in honor of Professor Priscilla Meyer's teaching career at Wesleyan. Awarded to Wesleyan students who are the most dedicated to the study of topics related to Russia, Eastern Europe, or Eurasia.

**Meyer Prize** • Established in 1991 in honor of retiring colleague Donald A. Meyer, and awarded for the best honors thesis in American History.

**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 that was successfully planned in the spirit of partnership and teamwork.

**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 advisor 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.

**Sophie and Anne Reed Prize** • Established in 1968 by Leon Reed and his sons, S. Chadwick '41 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 (Class of 1898), by Frank D. Robins '34 and Douglas H. Robins '66, 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., MA, Class of 1886, and trustee 1905–22, in memory of John Bell Scott, Class of 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 Legacy 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, DD, 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, DD, 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.

**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 who best exemplifies the spirit of social activism and through whose 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.

**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.

**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.

**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 emeritus of chemistry and University Professor of the Sciences, emeritus. Awarded annually in his memory to the best graduate teaching assistant in chemistry.

**Elizabeth Verveer 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 Verveer 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 Fellowship—Government** • Awarded for excellence in government to a graduate or an advanced undergraduate in government.

**White Fellowship—History** • Awarded for excellence in history.

**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.

**M. G. White Prize** • Awarded annually for the best thesis submitted in American studies.

**Wilde Prize** • Established in 1963 by Frazer B. Wilde, LLD, Class of 1958, awarded to a junior or senior for excellence in economics.

**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 Fellowship** • Established in 1938, in memory of Professor Caleb Thomas Winchester, by his widow. Awarded to Wesleyan graduates for postgraduate work in English.

**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, DD, 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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A copy of the lists of officers and faculty, as well as academic regulations, for the 2020-2021 issue of the Wesleyan University Catalog was prepared as of September, 2020. Information about fees and expenses, financial aid, and scholarships applies to the academic year 2020-2021. However, plans of study, course titles, fees, expenses, and other matters described herein are subject to change at the discretion of the University. Such changes may apply to matriculated students. University policies and guidelines for their implementation are published online at [wesleyan.edu](https://wesleyan.edu) (<https://wesleyan.edu>).

As required by law, a copy of the Wesleyan University security report is available upon request. This report includes statistics for three previous years on specific reported crimes that occurred on campus, on property that is owned or controlled by the University, and public property within a reasonably contiguous geographic area to campus. The report also includes institutional policies concerning campus security, crime prevention, the reporting of crimes, University policy on alcohol and drugs, and many other related matters. A copy of this report is available at the Office of Admission, the Office of Public Safety, or the Public Safety website located at [wesleyan.edu/publicsafety](http://wesleyan.edu/publicsafety) (<http://wesleyan.edu/publicsafety>).

## STATEMENT OF NONDISCRIMINATION

Wesleyan University admits students without regard to race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression, to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression in admission to, access to, employment in, or treatment in its programs and activities.

# INDEX

## A

Academic Regulations .....	11
Academic Review and Promotion .....	14
Academic Standing .....	13
Acceleration .....	16
Advanced Degrees .....	20
Advanced Placement Credit, International Baccalaureate Credit, and Other Prematriculation Credit .....	15
African American Studies .....	29
African American Studies Course Descriptions (AFAM) .....	244
African American Studies Major .....	30
African American Studies Minor .....	207
African Studies Minor .....	207
Allbritton Center for The Study of Public Life .....	32
American Studies .....	33
American Studies Course Descriptions (AMST) .....	263
American Studies Major .....	34
Animal Studies Cluster .....	235
Anthropology .....	36
Anthropology Course Descriptions (ANTH) .....	285
Anthropology Major .....	36
Arabic Course Descriptions (ARAB) .....	298
Archaeology Major .....	38
Archaeology Minor .....	39
Archaeology Program .....	38
Archaeology Program Course Descriptions (ARCP) .....	299
Art and Art History .....	41
Art History Course Descriptions (ARHA) .....	305
Art History Major .....	42
Art History Minor .....	45
Art Studio Course Descriptions (ARST) .....	316
Art Studio Major .....	46
Asian American Studies Cluster .....	235
Astronomy .....	48
Astronomy Course Descriptions (ASTR) .....	322
Astronomy Major .....	48

## B

Biology .....	51
---------------	----

Biology Course Descriptions (BIOL) .....	326
Biology Major .....	52

## C

Caribbean Studies Minor .....	209
Center for Global Studies Course Descriptions (CGST) .....	342
Center for Jewish Studies .....	59
Center for Jewish Studies Course Descriptions (CJST) .....	348
Center for the Humanities .....	60
Center for the Humanities Course Descriptions (CHUM) .....	351
Center for the Study of Public Life Course Descriptions (CSPL) .....	362
Certificate in Applied Data Science .....	232
Certificate in Social, Cultural, and Critical Theory .....	233
Certificate in Writing .....	233
Certificates .....	232
Chemistry .....	61
Chemistry Course Descriptions (CHEM) .....	376
Chemistry Major .....	62
Chemistry Minor .....	65
Chinese Course Descriptions (CHIN) .....	385
Christianity Studies Cluster .....	236
Civic Engagement Minor .....	211
Classical Civilization Course Descriptions (CCIV) .....	388
Classical Civilization Major .....	70
Classical Studies .....	69
Classics Major .....	71
Clusters .....	235
College of East Asian Studies .....	74
College of East Asian Studies Course Descriptions (CEAS) .....	394
College of East Asian Studies Major .....	75
College of East Asian Studies Minor .....	76
College of Education Studies .....	77
College of Film and the Moving Image .....	82
College of Integrative Sciences .....	87
College of Integrative Sciences Course Descriptions (CIS) .....	412
College of Integrative Sciences Major .....	89
College of Letters .....	90
College of Letters Course Descriptions (COL) .....	418
College of Letters Major .....	90
College of Social Studies .....	92
College of Social Studies Course Descriptions (CSS) .....	438
College of Social Studies Major .....	93



College of the Environment .....	94
Computer Science Course Descriptions (COMP) .....	440
Computer Science Major .....	140
Course Descriptions .....	243

## D

Dance .....	100
Dance Course Descriptions (DANC) .....	446
Dance Major .....	100
Dance Minor .....	102
Data Analysis Minor .....	181
Degree Requirements .....	11
Disability Studies Cluster .....	236
Doctor of Philosophy in Chemistry .....	65
Doctor of Philosophy in Molecular Biology and Biochemistry .....	151
Doctor of Philosophy in Music .....	158
Doctor of Philosophy in Philosophy .....	55
Doctor of Philosophy in Physics .....	172

## E

Earth and Environmental Sciences .....	104
Earth and Environmental Sciences Course Descriptions (E&ES) .....	454
Earth and Environmental Sciences Major .....	105
Economics .....	112
Economics Course Descriptions (ECON) .....	465
Economics Major .....	113
Economics Minor .....	115
Education Studies (EDST) .....	475
Education Studies Major .....	77
Education Studies Minor .....	79
Education Studies Minor .....	79
English .....	116
English Course Descriptions (ENGL) .....	478
English Major .....	117
Environmental Studies Course Descriptions (ENVS) .....	515
Environmental Studies Major .....	95
Environmental Studies Minor .....	99
External Special Study Programs .....	19

## F

Feminist, Gender, and Sexuality Studies .....	120
---	-----

Feminist, Gender, and Sexuality Studies Course Descriptions (FGSS) .....	530
Feminist, Gender, and Sexuality Studies Major .....	121
Film Studies Course Descriptions (FILM) .....	547
Film Studies Major .....	82
Film Studies Minor .....	85
French Language and Literature Course Descriptions (FREN) .....	558
French Studies Major .....	187
French Studies Minor .....	188
French-Italian-Spanish in Translation Course Descriptions (FIST) .....	564
Fries Center for Global Studies .....	58

## G

General Education Expectations .....	12
General Regulations .....	21
German Literature in Translation Course Descriptions (GELT) .....	564
German Studies .....	124
German Studies Course Descriptions (GRST) .....	566
German Studies Major .....	125
German Studies Minor .....	126
Global Engagement Minor .....	217
Government .....	127
Government Course Descriptions (GOVT) .....	574
Government Major .....	128
Graduate Doctor of Philosophy in Mathematics .....	143
Graduate Master of Arts in Mathematics and Computer Science .....	143
Greek Course Descriptions (GRK) .....	590

## H

Health Studies Cluster .....	237
Hebrew Course Descriptions (HEBR) .....	593
Hindi-Urdu Language (HIUR) .....	594
Hispanic Literatures and Cultures Major .....	189
History .....	131
History Course Descriptions (HIST) .....	595
History Major .....	132
History Minor .....	134
Honors .....	13

## I

Informatics and Modeling Minor .....	219
Integrated Design, Engineering & Applied Science Minor .....	220

Internal Special Study Programs .....	17
International Relations Minor .....	224
Italian Course Descriptions (ITAL) .....	623
Italian Studies Major .....	190

## J

Japanese Course Descriptions (JAPN) .....	628
Jewish and Israel Studies Minor .....	225

## K

Key to Symbols and Abbreviations .....	26
Korean Course Descriptions (KREA) .....	630

## L

Latin American Studies Course Descriptions (LAST) .....	634
Latin American Studies Major .....	135
Latin American Studies Program .....	135
Latin Course Descriptions (LAT) .....	632
Less Commonly Taught Languages .....	138
Less Commonly Taught Languages Course Descriptions (LANG) .....	644

## M

Major .....	11
Master of Arts in Astronomy .....	49
Master of Arts in Biology .....	56
Master of Arts in Chemistry .....	67
Master of Arts in Earth and Environmental Sciences .....	108
Master of Arts in Molecular Biology and Biochemistry .....	152
Master of Arts in Music .....	159
Master of Arts in Neuroscience and Behavior .....	163
Master of Arts in Physics .....	173
Master of Arts in Psychology .....	179
Mathematics and Computer Science .....	139
Mathematics Course Descriptions (MATH) .....	646
Mathematics Major .....	142
Medieval Studies Course Descriptions (MDST) .....	652
Medieval Studies Major .....	145
Medieval Studies Minor .....	146
Medieval Studies Program .....	145
Middle Eastern Studies Minor .....	225

Molecular Biology and Biochemistry .....	147
Molecular Biology and Biochemistry Course Descriptions (MB&B) .....	661
Molecular Biology and Biochemistry Major .....	148
Molecular Biophysics Minor .....	226
Music .....	154
Music Course Descriptions (MUSC) .....	675
Music Major .....	155
Muslim Studies Minor .....	227

## N

Neuroscience and Behavior .....	160
Neuroscience and Behavior Course Descriptions (NS&B) .....	695
Neuroscience and Behavior Major .....	160
Nondegree Undergraduate Students .....	16

## P

Philosophy .....	164
Philosophy Course Descriptions (PHIL) .....	704
Philosophy Major .....	164
Physical Education .....	167
Physical Education Course Descriptions (PHED) .....	719
Physics .....	169
Physics Course Descriptions (PHYS) .....	722
Physics Major .....	170
Planetary Science Minor .....	228
Portuguese Course Descriptions (PORT) .....	731
Prizes .....	844
Psychology .....	175
Psychology Course Descriptions (PSYC) .....	731
Psychology Major .....	176

## Q

Quantitative Analysis Center .....	181
Quantitative Analysis Center Course Descriptions (QAC) .....	747
Queer Studies Cluster .....	239

## R

Religion .....	183
Religion Course Descriptions (RELI) .....	752
Religion Major .....	183

Religion Minor .....	185	Wesleyan University Administration 2020-2021 .....	852
Romance Languages and Literatures .....	186	Wesleyan University Board of Trustees 2020-2021 .....	851
Romance Languages and Literatures(RL&L) .....	765	Wesleyan University Catalog Disclaimers .....	877
Romance Studies Major .....	191	Wesleyan University: A Brief History .....	6
Russian Course Descriptions (RUSS) .....	774	Wesleyan's Curriculum .....	7
Russian, East European & Eurasian Studies Major .....	194	Writing Course Descriptions (WRCT) .....	836
Russian, East European & Eurasian Studies Minor .....	195	Writing Program .....	205
Russian, East European, and Eurasian Studies .....	193		
Russian, East European, and Eurasian Studies Course Descriptions (REES) .....	782		
Russian Literature in English Course Descriptions (RULE) .....	779		

## S

Science in Society Major .....	197
Science in Society Program .....	196
Science in Society Program Course Descriptions (SISP) .....	789
Service-Learning Cluster .....	239
Sociology .....	199
Sociology Course Descriptions (SOC) .....	805
Sociology Major .....	199
South Asia Studies Minor .....	230
Spanish Language and Literature Course Descriptions (SPAN) .....	812
Student Academic Resources .....	9
Study Abroad .....	17
Sustainability and Environmental Justice .....	240

## T

The Faculty .....	853
Theater .....	202
Theater Course Descriptions (THEA) .....	821
Theater Major .....	203
Transfer Students .....	16

## U

Undergraduate Minors .....	207
University Course Descriptions (UNIV) .....	835
University Major .....	206
Urban Studies Cluster .....	241

## W

Wesleyan University 2020-2021 Calendar .....	5
--	---